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ABSTRACT

This document is a guide to vocational assessment of secondary school students, especially those who have disabilities. It was developed for use in Fayette County, Kentucky, but can be adapted for use in other areas. The nine sections of the guide discuss the background and procedures for conducting student assessments. The first four sections of the guide explain the importance of assessment, describe such components of assessment as job analysis, determine how an in-school assessment is different, and discuss disabilities and their effects upon assessment. The assessment process is detailed in section five, the longest section. Implementation, phases, staff orientation, recommended forms, and reports are included. This section is followed by a description of the Fayette County Vocational Assessment Center, an evaluator's checklist for implementing vocational assessment in school, and a discussion of staff qualifications and duties in the evaluation process. The final section discusses special considerations of specific handicapping conditions. Appendixes, amounting to more than half of the document, contain a bibliography of vocational assessment instruments, cover adaptations of instruments, provide forms, describe staff development packets that are available, and list other resources. (KC)

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The Fayette County Vocational Assessment Guide

Brand names appearing in this manual are used to clarify the procedures being described. They do not constitute an endorsement. Other assessment systems may be substituted with equal effectiveness.

Correlating all commercially available assessment systems to the assessment process developed was not within the scope of this project.

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Forward

The need for providing vocational assessments to the handicapped population within the nation's secondary schools is becoming a popular topic in professional literature. Educators are beginning to see the value of a vocational preparation program that is based upon performance measure and performance potential; yet there is slow movement in this direction. Most school systems do not have the resources to provide these assessments. Wide-spread and unnecessary practices are keeping vocational assessments out of the schools. These practices include 1.) Employment of a costly staff of up to six persons for the assessment of only 150 students per year; and 2.) Use of costly assessment systems that are affordable only by large school systems.

In the few schools fortunate enough to have them, vocational assessments often are not having the impact that they should in the career development of special needs pupils. Problems that commonly occur include:[1]

1. Use with all students of assessment systems developed for specific populations. These systems generally were designed for either high-functioning youth with potential for mainstreaming in technical/vocational school programs or for very low-performance individuals who are appropriate for some form of sheltered employment.

2. Use of a five-day or more assessment period that is detrimental to the instructional program of the individual students (McCray,1982, p. 11; Anderline and Zittel, p. 30 and Vocational Assessment of Students with Special Needs, p. 48).

3. Teacher resistance to the additional demands placed on them by the vocational assessments of their pupils; i.e. gathering required pupil data, scheduling of assessments, changing their teaching plans due to interference with the instructional program etc..

4. Teacher resistance to the extra time required to use vocational assessment recommendations in the instructional program

5. Teacher resistance to the instructional objectives added to their curriculum by the vocational assessment

[1]Most of these problems have been identified through the seven-years of experience Fayette County has had with in-school vocational assessment.

6. Emphasis upon the use of vocational assessment for vocational placement rather than for vocational preparation.

7. Emphasis upon the determination of a current level of performance, overlooking an important measure of potential for performance.

8. Failure to use available data to design individualized assessment procedures that would reduce significantly, or eliminate completely, the interference of a handicap in the performance of a given task.

9. Failure to correlate vocational assessment results to local training programs and jobs.

10. Failure to provide the detailed information needed to develop Individualized Instructional Programs (IEP's); thereby reducing considerably the effective use of assessment information in the classroom.

11. Failure to use vocational assessment reports to counsel and to motivate students.

Under a grant from the Kentucky Department of Education, Office of Vocational Education, the Special Education Unit of the Department of Special Pupil Services of the Fayette County Public Schools, Lexington, Kentucky, has developed a low-cost, yet comprehensive, system of vocational assessment that addresses these problems. It can be adapted to all school systems, regardless of size, to all handicaps and to all levels of achievement. The process requires an average of only thirteen hours of assessment per student, six of which are administered in group settings, and seven of which are individualized.

This assessment is but one component of the total Fayette County vocational preparation project. Nearing completion is a job analysis system that is coordinated with vocational assessment by means of two computer programs. The first program will pinpoint appropriate jobs for the individual handicapped students, while the second will yield a profile of the student strengths and weaknesses with respect to these appropriate jobs. These programs provide essential and detailed information for an Individualized Education Plan (IEP) that prepares handicapped students for appropriate jobs. The additional components will be available for dissemination during the 1985-86 school year.

Importance

Public Law 94-142 mandates that the Individualized Education Plans (IEP's) of the handicapped students have a basis in assessment. Vocational planning also needs this foundation. Placing the handicapped in jobs for which they have little interest, jobs for which they have not been adequately prepared, or jobs far below their capacity serves neither the handicapped nor the employer. Such situations, although all too prevalent, need not exist. Appropriate vocational placement is possible, but it is dependent upon early and adequate vocational assessment.

Efforts toward appropriate job placement must begin early in the school years. The handicapped often lack experiences that provide essential practice in the many skills required for low-skill, semi-skilled, or high-skilled jobs. For some, performance in manual and finger dexterity, in eye-hand coordination and in workrate, for instance, are not that of their nonhandicapped counterparts. For others, years of frustration in academic development have resulted in poor self concepts that interfere with motivation to learn essential skills in mathematics and reading. An early realization of vocational potential will permit these young people to have a different view of themselves. It will also help them to see the relationship between school activities and the job(s) they wish to pursue as adults. Vocational potential can be measured through an individualized, comprehensive, work evaluation system.

It is critical that a vocational assessment be administered early. Long-term intervention is necessary to prepare handicapped students for appropriate jobs. Given sufficient time to overcome discrepancies between their performance and the requirements of their preferred and appropriate jobs, most of these youth will reach their vocational goal(s). They then will be able to enter occupations for which they are qualified. As a result, many more of them will be independent, contributing members of society. Just as important, in appropriate jobs, they will function as well, or better than, their non-handicapped counterparts. In appropriate jobs, they cannot be viewed as handicapped.

A vocational assessment also is recommended when considering the placement of a handicapped student into Vocational Education or other training courses. Indiscriminate placement of these individuals into programs for which they are destined to meet failure is not helpful. It only compounds their poor self concept and sense of frustration. To find those among them who could be successful in a specific Vocational Education courses, and then to prepare them to enter that course would be a much better procedure.

An emphasis upon work evaluation was begun as a result of the 1954 Rehabilitation Amendments which provided funds for the implementation of vocational assessment. At that time, assessment facilities primarily served adults. More recent provisions for work evaluation were included in the Rehabilitation Act of 1973 and the Vocational Amendments of 1976. These regulations provided funding and extensive support for vocational assessment, both for in-school handicapped individuals and for adults. The Individualized Written Rehabilitation Plan (IWRP) of Rehabilitation Services mandated at that time, implied a basis in assessment, while the 1976 Amendments made vocational education for the handicapped a national priority. The latter legislation required that individualized education plans (IEP's) contain reliable vocational information. This information was to be used in helping the students reach vocational goals, vocational placements such as those in Vocational Education courses, and determining adaptations needed by the individual students. It also provided research and exemplary funding for the development of programs for the handicapped. As a result, the need for vocational assessments for this population started to be stressed nationwide. The Fayette County project grew out of this emphasis.

The Fayette County Vocational Assessment Center for the Handicapped was implemented under Research and Exemplary funding by the Kentucky Department of Education, Office of Vocational Education. Its goal was to develop low-cost vocational assessment procedures for all categories of handicaps, at all levels of achievement. These procedures were to be compatible with an in-school setting and were to address the problems currently found in school-based assessment systems.

The procedures developed by this project provide a comprehensive assessment that is both efficient and effective, with the flexibility necessary for implementation in both large and small school systems. The process is designed to have minimal interference with the coursework of the students. It also translates easily into an IEP.

It is the instructional program flowing from an IEP that makes it possible for the handicapped student to reach his/her maximum vocational development. The vocational evaluation reveals the strengths and deficits of the individual students with respect to appropriate jobs, information that is essential to the development of a meaningful comprehensive, secondary-school IEP. Correcting these deficiencies will enable the handicapped to reach a higher level of job satisfaction and to attain a higher level of employment. They no longer will be screened out of good jobs as they were under former haphazard and subjective vocational practices.

Fayette County has expanded traditional vocational assessment

to include other skills and attitudes equally important to the vocational success of individuals. Detailed academic, daily living, personal/social and basic work skills have been added to the student data to be used for the development of vocational IEP's. All of this information is used in a computerized job matching system that compares the student profile with the entry requirements of jobs appropriate for individual students. This computerized job matching system will be available for dissemination during the 1985-86 school year.

Curriculum Implications

Vocational assessment reports contain valuable information for studying the current curriculum. A tabulation of student performance reveals both weaknesses and strengths of the instructional program. Skills in problem solving, time, money, measurement, basic language concepts and following instructions generally have been found to be deficient in a number of schools. Sharing this data with school administrators will provide the means for improving the entire curriculum, K-12, for handicapped students. We recommend that student performance data be recorded on a continuing basis.

Implications for Other Populations

Although this assessment system was developed for the handicapped, it is appropriate for use with other populations. For instance, it can be used to identify all students who should be successful in vocational schools, handicapped or not. Nonhandicapped students tagged as appropriate for various Vocational Education programs could then be prepared to enter specific training programs in the same manner as handicapped young people. A significant reduction in the drop-out rate of students from our vocational schools would result.

Programming for other high vocational-risk populations could also be based upon vocational assessment. Disadvantaged students, school dropouts, alternative school young persons and teenagers in various agencies could benefit from programs designed to assist them in reaching their vocational potential. Just learning the positive things about themselves that the assessment would reveal could help these young people by improving their self concept.

Supportive Activities

The Role of Job Analysis in Vocational Assessment

Job analysis of local occupations plays a major role in preparing the handicapped for appropriate jobs. The objective of the instructional program is to assist these students in meeting the entry levels of all skills and attitudes needed for success on jobs. It is the analysis of entry requirements that provides the information needed for a comparison of student performances to that required by the job(s). For this comparison to be made, job criteria must be analyzed in the same system of task analysis as that used by the instructional program; therefore, detailed information about the tasks and skill requirements of jobs must be obtained through on-site analysis. The match between the job requirements and the vocational assessment of performance identifies jobs within the reach of handicapped individuals during a realistic period of preparation. For this purpose Fayette County has developed a detailed job analysis system that is correlated to vocational assessment objectives. This system also will be included in the computerized job matching program scheduled for dissemination during the 1985-86 school year.

Comprehensive analysis of training programs also is necessary. The entry requirements of all vocational education courses, as well as other training programs, must be known. Appropriate placement in training programs is critical to the success of the handicapped; therefore, they must be matched to these programs. The skills, attitudes and interests of the student must be those needed to enter and then successfully complete the course. Detailed information obtained from the analysis of the entry requirements of specific training programs permits a determination of student readiness for such placements.

Continued follow-up on the requirements for training programs and jobs must be maintained. If entry criteria change, then there must be corresponding changes in the assessment; otherwise, the matching process would be unreliable. A rapidly expanding technological explosion in the work place makes a constant updating of job entry criteria important in the preparation of the handicapped for appropriate jobs.

Occupational Information

In the years since the Fayette County Vocational Assessment Center for the Handicapped opened in 1980, there has been an

increasing awareness of the handicapped students' general lack of occupational information. Many students come to the Center with extremely limited knowledge about jobs. This short-coming makes it difficult for the evaluator to relate jobs to the assessment tasks being undertaken by the students. An excellent opportunity for career development thus is lost.

The evaluation process presents a meaningful setting for additional learning about vocational opportunities. The evaluator may easily insert occupational information into the instructions for the various assessments. Botterbusch (as quoted by Fry, 1978, p. 6) presents an example of an evaluator's use of the instructional period for dissemination of career information:

> The STOUT U-BOLT ASSEMBLY WORK SAMPLE that you will be taking in a few minutes will help you and me to find out several things about you. One of the things that it will tell us is how well you can do assembly jobs and how well you like this type of work.
>
> Let me tell you a few things about assembly jobs. Many of the things we commonly use are put together in factories by people called "assemblers". These people put together small or large parts to make things such as: television sets, radios, toys and dolls, and household items like mops, brooms, and picture frames. If you were employed in one of these assembly jobs, you would work inside a factory and be close to other people doing jobs like yours. You would probably sit at a bench and use small tools such as screwdrivers, drills, soldering guns, and wrenches to put things together. Often the parts would be brought to you in boxes or on a conveyer belt. In many assembly jobs, you would only complete one part of the finished product. You would pass this along to the next worker so he could finish his part. Your foreman would carefully supervise your work and other people called "inspectors" would check it carefully for mistakes. People don't have to have a lot of education to become assemblers, but they have to be good with their hands, be able to do the same things over and over again, enjoy working near other people, and to follow directions carefully. Sometimes people who do well in assembly jobs get promoted to more advanced jobs. Some may become foremen or inspectors themselves and others become assemblers who work on very complicated equipment.

Fry stated that such information may affect the student negatively or positively, but in either event (s)he has a better

understanding of what is involved in assembly jobs. This information becomes valuable when the time for career decision arrives.

An adequate career exploration program prior to the administration of the vocational assessment is especially important for a valid and efficient in-school assessment. If the students go into the assessment already well aware of jobs they especially like or dislike, valuable evaluation time can be reduced. The evaluation may then be designed to include a confirmation of the appropriateness of the perferred job(s). A strong junior high school/middle school career exploration program greatly enhances the effectiveness and the efficiency of the vocational assessment.

How An In-School Assessment is Different

A vocational assessment that provides information for an instructional program differs from the traditional vocational process for several reasons. For one, commercially available vocational assessments are based upon job criteria established by the Dictionary of Occupational Titles. These job requirements are global. They do not have the scope or detail required by an Individualized Instructional Plan. For school use, they must be supplemented by detailed learning objectives for all areas of career development; i.e., in academic, vocational, daily living and personal/social skills.

An additional, and critical, difference between in-school assessments and those used for adults is the school's emphasis upon finding vocational potential, rather than merely a level of performance. Static measures of performance tell more about what handicapped individuals cannot do then what they might be capable of doing. Such practices permit little or no opportunity for them to develop skills or to learn to overcome the disabilities that limit their employability. Placements made on the basis of skills, attitudes and interests identified at the time of the assessment without ample provisions for development, waste the vocational potential of the handicapped.

Unfortunately, adults generally do not have opportunities for long-term skill development. Due to time limitations, programming for the realization of the potential of this population does not have the impact that it does in the school environment. In contrast, the school years are a rich resource for career development. The vocational assessment must emphasize potential in order for this development to be possible. An instructional program may then be designed to assist handicapped students to meet their potential.

Schools have much more information available about their students than post-school agencies do about their adult clients. This data helps a vocational evaluator to make adjustments in the assessment process, accomodations necessary for the handicapped to demonstrate their potential. Generally adaptations to vocational assessments are designed to accomodate only those with hearing, visual and other physical handicaps; yet less obvious disabilities may interfere equally with performance on test tasks. Language impairments, learning disabilities and mental retardation all can influence the degree to which test instructions are understood. Strict adherence to standard assessment administration procedures may make it impossible for youth with these problems to demonstrate the skills that they possess simply because they can't understand what it is they are asked to do. Adaptations to assessments, therefore, must include modification of instructions to conform to the way individual students process information and learn. Extensive school data make these adjustments possible.

Many vocational assessments also are significantly influenced by irrelevant prerequisite aptitudes, prior learning, and/or specific learning styles. Any one of these conditions could cause a handicapped individual to perform poorly on a task in which (s)he otherwise could have done well, perhaps even excelled. An assessment system devised for an in-school assessment, one that taps vocational potential, must eliminate, or significantly reduce these problems.

Prior Learning

To obtain a valid measure of the performance potential of the handicapped, assessment instruments and techniques that measure prior learning must be avoided. The limited experiences of this population cause them to perform poorly on such instruments. Blakemore and Coker (1982, p. iii) found that a single, static measure of performance was not an adequate measure of the ability of the handicapped and certainly not of their potential. A truer measure is possible with a practice period prior to the assessment. With ample practice, some individuals demonstrate a remarkable increase in achievement.

Fortunately, research indicates that extensive practice is not necessary. Blakemore and Coker (1982, p. iii) have found that the fastest 20% of 50 practice trials in a single day are as accurate in predicting potential as any combination of scoring procedures used over a five-day practice period. Readers are urged to use this information in preparing students for vocational assessment. For these students to demonstrate their true abilities, a period of preparation immediately prior to the assessment of vocational potential is critical. It may take place at the local school or at the assessment center.

Prerequisite Skills or Aptitudes

Valid measurement of performance among the handicapped also requires the use of instruments that are not influenced by prerequisite skills or aptitudes. To do otherwise prevents a true measure of vocational potential. For instance, certain instruments are said to measure dexterity, but are highly influenced by an individual's ability to organize. Persons with poor organizational skills, such as an Educable Mentally Handicapped youngster, do poorly on these tests. Some of these students actually have excellent dexterity, but these assessments do not allow a demonstration of this skill because poor organization slows the rate of performance. In these cases, adequate practice helps to eliminate the problem, but it would be better to select instruments that do not have this defect. An analysis of all skills involved in an assessment is crucial to their valid use with a handicapped population. Unfortunately, there is very little discussion of this problem in current literature.

Learning Assessment

Revell and Wekman (as quoted by McCray, 1979, pp. 1-3) see the necessity of dividing the vocational assessment of the handicapped into two phases, the learning and the performance. By the learning phase they are not referring to the individual's IQ or ability to learn, but rather to an understanding of how a student learns.

McCray (1982, p. 47-8) describes a learning assessment as a major phase of vocational evaluation, both as the basis for a valid assessment and as the means for making specific recommendations for training strategies, materials and adaptations. Optimum performance is dependent upon an understanding of what is to be done and how to do it. Instructions, therefore must be learned completely for a handicapped young person to do well in a particular assessment. It is the responsibility of an evaluator to have some means for determining when adequate learning has occurred. To fail to do so may elicit a poor performance when an excellent one may have been possible.

Two suggestions are made to assist the evaluator in the formulation of a learning assessment. First of all, learning preferences, as determined by psychological and educational evaluations, must be requested on the intake forms (See p. C-4) forwarded to the evaluator by the local school. Secondly, standardized objectives must be established for the learning phase. They will enable the evaluator to determine when the student is ready for the performance phase. Any deviation from the standardized techniques is to be recorded

including time, adaptations, learning style or combinations of styles, etc. This information will become an important component of the recommendations section of the assessment report. It is valuable information for the teachers who are responsible for implementing the instructional program recommended by the evaluator.

Dunn and Dunn, 1978 (as quoted by McCray, 1982, p. 48) state that four kinds of stimuli seriously influence learning preferences:

1. Environmental Stimuli --- sound, light, heat, etc.

2. Emotional Stimuli ------- persistence, motivation, structure, etc.

3. Sociological Stimuli ---- response to people, group work vs. individual, etc.

4. Physical Stimuli -------- perceptual factors, mobility, etc.

McCray (1982, p. 48) lists the four learning preferences as depicted by Gregorac (1980):

Concrete - Sequential Learners prefer orderly structured, first-hand, step-by-step instructions. This group may be easily distracted.

Concrete - Random Learners prefer first-hand experiences but not necessarily highly-organized instructions. This group prefers exploratory, experiential learning.

Abstract - Sequential Learners prefer symbolic learning where instructions are provided in an orderly fashion through use of symbols. This group has a low-distraction tolerance.

Abstract - Random Learners prefer a symbolic instructional approach more global in nature and less structured. Learning may be impeded if a step-by-step approach is utilized.

How a handicapped student learns is important information for the teacher who is to assist this individual in acquiring the skills and attitudes needed for appropriate jobs. Its impact is multi-faceted. First of all, the teacher must know which approaches work best for the individual students, so that important training time is not wasted on instructional efforts that will not work. Secondly, in some cases, the instructional preferences of students will not be those they are likely to encounter on the job. To cater to these preferences, and not prepare these young people to deal with other methods of instruction that frequently are found in work places, is an injustice to them. It is not enough to offer only what is

needed for job placement. They also need to be equipped with job maintenance skills. These young people must learn how to follow the instructions of, or learn from, a job supervisor who knows (or cares) little about learning preferences. In many cases, this will be critical to job survival. For this population it is important that learning preferences be viewed both as an aid to instruction and as a strength achieved or deficit that needs to be corrected.

Information about learning preferences will greatly assist the evaluator in establishing an individualized learning plan for the vocational assessment. For instance, if a student's records show that (s)he has an auditory processing problem and is a visual learner, giving oral instructions without visual assistance probably will mean that the student will not understand what it is (s)he is expected to do. A poor performance may result, when a good one was possible. Generally such a performance will be interpreted as a lack of ability.

In addition to learning-style preferences, it is essential that the learning assessment information from the schools include reading and mathematics data and also detailed information about language and speech, vision, hearing and other physical impairments. These disabilities may interfere with a student's understanding of instructions. With this knowledge, an evaluator will be able to design an individual plan for the learning phase, as well as the adaptations that will be needed for the performance phase of the assessment.

Learning problems and physical impairments that would interfere with optimal performance must be circumvented. This is a major responsibility of a vocational evaluator. Examples of specific disabilities that may have a negative impact on student performance along with interventions that reduce the effects, are included in Chart 1.

Chart 1

Disabilities and Their Effects Upon Learning Assessment

Impairment	Impact	Adaptation
Mental Retardation	May not understand instructions	Keep concepts and terminology simple. Use demonstrations and actively involve the student. Allow for repetition.
Hearing	May not hear oral instructions	Use demonstrations, video tapes with printed transcripts, video tapes with signing, printed instructions or an interpreter for signing.
Visual Perception	May not be able to follow demonstrations	Use clear oral or written instructions.
Auditory Perception	May not understand oral instructions	Use demonstrations, video tapes or printed instructions. Reduce distracting background noise.
Vision	May not be able to see demonstrations, written instructions, slides or video tapes	Use magnifying equipment, manipulation guides, large print and/or braille.
Reading	May not be able to read instructions	Give oral instructions.
Language	May not be able to understand basic language concepts used in instructions (terms such as "over" "under" "around", etc.)	Use numerous words having the same meaning. Demonstrate the desired activity while saying the word. Continue to use the same word throughout the activity.
Speech	May not be able to utter necessary verbal responses	Instruct the student to write or point out correct responses. Use a voice synthesizer. If the student uses sign language, have an interpreter present.

On-Going Assessment

A major difference between the school-based assessment versus the post-school one is the on-going assessment that is possible during the school years. When the vocational assessment recommendations are made a critical component of the instructional program via the Individualized Assessment Plans, all of the monitoring systems that are in place for the IEP apply to these objectives as well. Periodically, performance is measured until the criteria for mastery has been reached, whether the desired objectives is an academic one, the development of eye-hand-coordination, the safe and proficient use of a particular tool, attitude development or the acquisition of knowledge about specific job duties. Follow-up vocational assessment is not necessary, because competency-based instruction has this built-in measure of performance.

Assessment

Assessment Year

To take advantage of the school years to prepare the handicapped for appropriate job placement, a vocational assessment must be administered early enough to allow ample time for the learning process. We recommend that the evaluation take place during the ninth grade. The remaining three to four years of school may then be devoted to helping the students to meet the entry requirements of their vocational goal(s).

Assessment Components

The assessment instruments used in schools must meet the criteria required in that setting. Important aspects to consider include:

1. Reliability
2. Validity
3. Norm Base
4. Durability
5. Portability
6. Flexibility
7. Adaptability
8. Scope
9. Cost
10. Time periods that mesh with the constraints of the school program

11. Efficiency
12. Ease of administration and scoring
13. Ease of maintenance
14. Training requirements
15. Populations served

Readers are urged to use available resources in making choices for an assessment system. Appendix E contains a bibliography of materials to use in comparing, contrasting and critiquing these tests. Two critical reviews are especially important in describing the validity, or the degree to which the instrument measures what it purports to measure, and the reliability, or the consistency of the assessment, along with other helpful information:

1. Buros, Oscar K., ed. *Tests in Print II (TIPPII). An Index to Tests, Test Reviews and the Literature on Specific Tests*. Highland Park, New Jersey: Gryphon Press 1974.

2. Buros, Oscar K., ed. *The Eighth Mental Measurement Yearbook*. Highland Park, New Jersey: Gryphon Press 1978.

Visiting assessment sites and talking with evaluators is also recommended.

A detailed description of the assessments comprising the system devised for the Fayette County is included in Appendix A. Each device was selected for the degree to which it met the above criteria. Adaptations, the appropriateness for specific handicaps, the function of each assessment within the system, strengths, limitations, and suggestions for the administration of each assessment are discussed.

It would have been impossible for all assessment systems to be used in this project. Equally good assessments may be purchased and procedures developed in the project applied to them. Appendix A is provided to assist in the selection of instruments appropriate to the needs of individual school situations.

Audio-visual descriptions of most major vocational assessments are available from the Materials Development Center, the University of Wisconsin-Stout, Menomonie, Wisconsin 54751. These programs are approximately 20-30 minutes in length and contain information related to a number of the suggested criteria for selection.

Eventually, you may wish to develop work samples related to the actual jobs in your locality. Brolin (1976 pp.105-6) defines

work samples as close reproductions of industrial operations. Readers are cautioned to follow established guidelines in developing this type of assessment. Brolin (1976, pp.106-7) presents a list of disadvantages to locally-developed work samples.

Disadvantages: Although the work sample offers a large number of advantages for utilization, there are several disadvantages and weaknesses which have been pointed out by many critics:

1. The resemblance of work samples to actual jobs is no assurance that performance on one will predict performance on the other (Sakata and Sinick, 1965).

2. A work sample is subject to the failing of subjective evaluation; e.g., the problem of "first" impressions (Sakata and Sinick).

3. A lack of standardization of work samples often exists, creating difficulties in their use and interpretation by different evaluators (Sakata and Sinick).

4. Work samples do not necessarily resolve work attitude and motivational problems if they are too simple, uninteresting, complex, etc. (Sakata and Sinick).

5. Very few rehabilitation centers could afford a work evaluation unit comprised solely of enough work samples from major occupational families (Patterson, 1964).

6. Some clients may believe they are actually being trained for jobs (Sinick,1962).

7. Clients may not want to work on samples resembling jobs they think they dislike (Sinick).

8. The personal characteristics revealed by the work samples are generally subjectively determined by the work evaluators (Sinick).

9. Research continually demonstrates that it is not a lack of manual skills which often results in job failures but rather personality problems. If this is true, why introduce such an expensive evaluation method (Patterson, 1964)?

10. Considerable uncertainty remains concerning the predictive ability of work samples (Neff, 1968).

11. Work samples are expensive, take a long time to develop, and need periodic revision and reconstruction so they don't become obsolete (Neff).

12. Work samples often tend to be too simple and/or superficial.

Resources to assist evaluators in avoiding the pitfalls of work sample development are available. Botterbusch (1980, p. 27) has prepared a comprehensive discussion on both local and commercial work samples and the intermingling of the two. An excellent resource, Work Sample Manual Format, is available from the Material Development Center, the University of Wisconsin-Stout, Menomonie, Wisconsin 54751. As cited by McCray, (1982, p. 39), the Commission of Accreditation of Rehabilitation Facilities (1982) has developed standards for evaluating work samples.

Local work samples can provide low-cost evaluations. At their best, they yield better information than commercial programs. Trained staff is required for their development, however. For this reason, starting a vocational assessment system with commercial instruments and then gradually moving to local work samples at a later time is recommended.

As part of the assessment process, exploratory tryouts are recommended. These should be conducted in vocational areas identified by the assessment as appropriate. This exploration also should be extended to students identified as appropriate for one or more in-school Vocational Education training programs. Following hands-on exploration in a training area recommended by vocational assessment, if a student expresses a strong interest in entering that program, chances are good that this student will achieve success.

Implementation

A major consideration in the planning for an in-school vocational assessment program is cost. Group vs. individualized assessments, length of time needed to administer and score assessments and then write the reports, number of students served, transportation of students, selection of assessments and staffing requirements play significant roles in the total budget needed. Each of these components may be adjusted to accomodate the resources of the school system(s). Considerable cost reduction, without a detrimental effect upon the quality of the assessment, may be realized with careful planning.

Involvement of the teaching staff in the assessment process is one way to lower the financial impact of this program. It is possible

to select instruments that are sufficiently easy to administer and score that a teacher can handle these tasks. Certain components of the assessment process are especially adaptable to this procedure, including the interests, attitudes and some of the strength and dexterity measures.

The selection of instruments that can be used in group settings is another way of lowering the costs of the evaluation. Many interest assessments, as well as the few job attitudes measures that are available may be administered to both large and small groups, saving considerable amounts of evaluation time. The resources in Appendix A include group vs. individualized administration information about each of the assessments listed.

Busing students to and from a vocational assessment center is costly. It also takes valuable classroom time away from the students. The length of stay at the assessment facility may be reduced significantly by doing the screening assessment (generally the vocational interest and attitudes assessments and some easily transported hands-on-portions of work sample assessments) in the local schools, instead of at the assessment center. The selection of instruments with administration times that conform to schedule segments of the school day is also a time-saving strategy, both for the student and for the assessment process.

The entire assessment may be conducted at the local schools. Instruments may be selected that offer the portability required for circulation among the schools of a large district, or among the schools of districts united in an assessment consortium. The plan presented on pages 25 - 27 is applicable to this concept.

The above techniques have reduced the common five-to-seven day assessment (excluding intake information and report writing) to an average of thirteen hours per student. Six of the thirteen hours take place in group settings conducted by the classroom teachers, with the remaining seven hours of the assessment process being conducted by the evaluator and secretary/aide.

The preceding recommendations also result in considerable staff reduction. Only one evaluator, one secretary/aide and one part-time administrator devoting around 10% of his/her hours are the only staff members necessary for the assessment of approximately 220 students. These figures may be compared with the six staff members required for the yearly evaluation of 150 special education students enrolled in Baltimore County, Maryland (as quoted by McCray, 1982, pp. 109-118).

In small school systems, major savings may be realized by merging several school districts into an assessment consortium. The costs of the equipment, materials and staff may then be shared. A ratio of one

evaluator and one secretary/aide to approximately 220 students is recommended for these systems as well as for large school districts.

Screening Assessment

A screening assessment is necessary for an efficient, low-budget assessment system. Not all students need all assessments. It would be poor practice to waste student instruction time to administer assessments from which no benefit could be realized. An individualized assessment plan that provides a maximum amount of information in the least amount of time is made possible through the use of a screening process.

Screening assessment pinpoints areas of vocational strength that need to be explored in depth by a more comprehensive evaluation system. It also identifies weak areas in which assessment need not continue. This information is valuable to an evaluator in the selection of the best instruments to use with a particular student, and in the elimination of unneeded assessments. It provides the framework for an efficient assessment process.

Information obtained in psychological evaluations is useful in the vocational screening process. This information is readily available. Only its wording needs to be changed for it to have a vocational impact. Levinson and Shepard (1982, p. 69) describes vocational use of psychological data in the following way:

> Typically, assessment devices presently employed by psychologists can be modified to elicit an abundance of vocationally relevant data. Psychological interviews can be expanded to touch upon students' perceived occupational interests, strengths, liabilities, and goals. Parental interviews can be used to assess the nature of a student's past vocational experiences. Psychological observations and teacher and parental interviews can be used in the analysis of a student's work habits, attitudes, personal mannerisms, and social behaviors. Vocational data can also be gleaned from traditionally obtained psychological and educational test findings. Specifically, WISC-R and WAIS-R subtest scores, achievement test results and personality measures all supply career related information.

The subtest scores can provide initial information about strengths and weaknesses in many specific assessment areas, making them valuable pre-screening tools. This data adds to the efficiency of an in-school assessment by indicating vocational areas that need to be emphasized, deleted or confirmed in the screening assessment.

Observations of the psychologists offer additional assistance to

the vocational evaluator. Information about how a student approaches a problem, learning preferences, not asking for help, and frustration levels will be useful in designing an individualized vocational assessment plan that will offer maximum benefit to the student.

College-bound students generally require only vocational interest and attitudes assessments. Only in unusual cases are work sample evaluations needed. Examples would include the occasional student with some interest in electronic engineering who could profit from VALPAR Work Sample Number 15, Electrical Circuitry or a student with an interest in architecture who could be assisted in his/her career decision by undergoing VALPAR Work Sample Number 16, Drafting. However, to administer work samples indiscriminately to college-bound students is costly both to the student and to limited school budgets.

The screening component provides other opportunities for cost reduction and program improvements. Classroom teachers are able to perform a large portion of these assessments during instructional periods at the local schools. Most attitudes and interest tests are easily administered and may be given to a group of students at one time. Instruments that conform to the length of one class period are available. This combination of features can lower vocational assessment costs significantly.

An interest/attitude screening that is administered by a classroom teacher has advantages beyond financial considerations. By involving the teachers in the assessment process, they are learning about vocational evaluation and its implications for the instructional program and student motivation, an important link to the implementation of assessment recommendations.

Adequate preparation of the teachers for this assignment is critical to its success. Appendix D contains an instructional packet for training teachers to use screening assessments. Scoring activities, however, should remain with the evaluator. Accuracy in scoring is a prime consideration. Also, by doing the scoring the evaluator then can use this information in the remaining portions of the assessment. It will be helpful to him/her in selecting instruments, in the career exploration that can accompany the assessment processs and in the confirmation of expressed interests and attitudes.

In school districts using a centralized vocational assessment facility it is important to conduct as much of the assessment as possible at the local schools. Considerable amounts of assessment time may be saved and students will have less disruption in their coursework. For these reasons, work sample screening assessments that must be administered by a vocational evaluator also are recommended to be given at the local school where feasible.

Screening instruments that easily are transportable to the local school are available. Those used in this project include portions of System for Assessment and Group Instruction (SAGE) and some of the Talent Assessment Program. While all of the components of these assessments are portable to a degree, only those sections easily transported need to be used at the local schools. The remaining work samples can remain at the centralized assessment center for use when the students are transported to that facility.

In those school districts without a centralized facility, all assessments, regardless of their bulk, weight and sensitivities must be transported. In selecting instruments to be used in this situation, portability must be a major criteria. Numerous assessments meet this requirement (See Appendix A).

Examples of work samples that easily may be transported to schools for use in the initial assessment include:

Talent Assessment Program (other parts of this program are not used in deference to SAGE Finger Dexterity)

- Small Dexterity with Tools
- Small Dexterity without Tools
- Structural Visualization
- Size and Shape Discrimination
- Color Discrimination (Gross)
- Flow Path Visualization
- Tactile Discrimination
- Retention of Structural Detail

System for Assessment and Group Evaluation

- Color Discrimination (Fine)
- Form Perception
- Spacial Perception
- Finger Dexterity
- Clerical Perception

Examples of work samples that with some difficulty may be transported to schools for use in the initial assessment include:

Talent Assessment Program

- Large Dexterity without Tools
- Large Dexterity with Tools

System for Assessment and Group Evaluation

- Manual Dexterity

Motor Coordination
Eye-Hand-Foot Coordination
General Learning Aptitude (easily transported but better administered at assessment center)

The above work samples are administered in small groups and scored. Those students for whom additional, and more extensive, assessment is necessary are then transported to the centralized Fayette County Vocational Assessment Center where selected components of the VALPAR work samples are administered. Generally, only five to six hours of additional assessment at the center are necessary.

The average time for assessment in this system is thirteen hours. Of these hours, six are conducted in groups of up to fifteen or twenty by teachers. Two hours of individualized assessments are conducted in the local school by the evaluator and the aide. The final five or six hours of assessment are done at the Center. The assessment staff works with a maximum of two or three students at a time.

The Fayette County system is far less expensive and time consuming than other assessment programs. The average of thirteen hours of assessment is significantly lower than the usual five or more day assessment periods generally reported (McCray, 1982, p. iii; Anderline and Zittel, p. 30 and Vocational Assessment of Students With Special Needs, p. 48). In addition the one evaluator and one aide for approximately 220 students compares very favorably with systems using up to six staff members to assess only 150 students per year (McCray, 1982, p. 109 and 116). It is an affordable in-school vocational assessment system that can provide the information needed to prepare handicapped students for appropriate jobs.

Global Assessment Phases

The scope of an assessment system that accommodates all handicapping conditions is enormous. Components of the entire process must be selected as needed for the individual students. Generally, these selections may be grouped within three phases of assessment. Specific assessments within each phase may vary from student-to-student, however. The phases found to offer the efficient assessment process sought by the Fayette County Vocational Assessment Center are the following: (See page 28 for a flow chart depicting these phases).

PHASE 1 ------- Intake. Information necessary for the initial development of an assessment plan is obtained from the schools. This information includes:

Medical Problems
Psychological Assessments

Physical/Occupational Therapy
Language Assessments
Speech and Hearing
Vision Assessments
Learning Style Preferences
Problem Solving Ability
Work Rate Observations
Attitude Observations
Work History
Social History
Stated Work Interests

and

Academic Reports

PHASE II ------- Students needing only an interest assessment (generally college-bound individuals, about 12% of the total group) are identified in Phase 1. These students received an appropriate interest assessment in Phase II (See Appendix A for assistance in the selection of interest assessments). All other students participate in a screening assessment at this point. Included are interest and attitudes assessments appropriate to individual needs.

PHASE III ------ All students who complete the interest/attitudes screening assessment in Phase II undergo approximately two hours of hands-on evaluation at the local school and approximately five hours of work sample evaluation at the Assessment Center.

Trainable Mentally Handicapped and Severely Profoundly Handicapped young persons do not fit into this model. For this population special procedures are necessary. The assessments tried successfully with these students (Trainee Performance Sample, VALPAR 17 and Wide Range Employability Sample Test) are easily administered and scored by the classroom teachers. There is a major advantage to this strategy. Familiarity with the assessments enables these teachers to translate the results directly into an instructional program for these pupils. Data-based instruction is much more likely to be implemented with this intensive involvement of the teachers. In the case of this low-functioning population, the services of a trained vocational evaluator are not necessary if adequate inservice is provided to the teachers who must learn the assessment procedures. This results in a lowered price on the school's vocational assessment and has the added benefit of an improved instructional program.

Staff/Student Orientation

A successful assessment program is dependent upon the cooperation of both teachers and administrators. Teachers play a significant role in the vocational assessment process discussed in this report. In addition to their assistance in the screening assessments, they also provide essential school data on each student relative to the assessment, and assist in the scheduling and orientation of students for assessment. Local school administrators assist by providing assessment space, freeing a teacher to conduct the group interest and attitude assessments, helping with the scheduling of assessments, making school data available to the evaluator and in other ways depending on the local situation.

Because of the extra work that the vocational assessment causes both teachers and administrative staff, it is important for these persons to have a positive attitude toward the program. Adequate time must be devoted to insuring that they had a thorough understanding of the assessment process and its implications for the instructional program and eventual vocational success of handicapped students. Planned staff development activities are recommended to insure that an adequate appreciation for the value of this program is cultivated in these important persons.

A sample procedural manual for a vocational assessment program is included in Appendix D. The information that it contains should be included in staff inservice activities pertaining to the assessment. The topics include:

1. Introduction to Vocational Assessment

2. Objectives of Vocational Assessment

3. Descriptions of the Assessments Used

4. Policies and Procedures

    A. Referrals (including intake information and required forms)
    B. Scheduling Students for Assessment
    C. Transportation
    D. Assessment Reports
    E. Discipline
    F. Use of Assessment Equipment & Materials by Staff Members Other than the Evaluator and Aide

5. A Delineation of Student Orientation Responsibilities, (those of the school vs. those of the evaluator)

6. Forms and Their Use

It is also important that students receive adequate information about the value of a vocational assessment prior to the time they are scheduled for evaluation. They need to know why they are receiving the assessment, how it will be helpful to them, the types of activites that they will encounter, the time and dates of the assessment and the general policies of the assessment program. A checklist of assessment activities is presented on page 29.

Recommended Forms

Forms are a necessary part of the vocational assessment process. Some are required by law, others meet local demands, and some are necessary for the gathering of information pertinent to the assessment. Samples of forms helpful to an in-school program are presented in Appendix C. Over a four year period, these forms have evolved to meet the varied needs of the students and to solve problems that arose in the development of this assessment process. In most school settings, forms similar to those discussed below will prove to be very helpful.

Student Intake Information ---- At least two weeks prior to the assessment, school data on each referred student should be forwarded to the evaluator. This information is necessary for the development of a general vocational assessment plan prior to the initial screening (PHASE II of Assessment). At this point, decisions may be made on the phase of assessment plan needed for each student. (See page 20-21 for a description of the assessment phases) Those students who need only a good interest assessment (generally college-bound individuals) will be identified and removed from the work sample evaluations (PHASE III). The two-week time lapse also gives the evaluator an opportunity to prepare necessary adaptations, to design learning strategies and to arrange for the special supportive services needed by individual students.

Included in the intake information received from the local school is the following:

1. Vocational Interests
2. Academic Achievement
3. Problem Solving Ability
4. Work Rate (academic)
5. Learning Style(s)
6. Medical Information
7. Psychological Information
8. Pertinent Social History
9. Work History
10. Language Assessment
11. Left/Right Knowledge and Use
12. School Attitudes Summary

At each school it is helpful to have one person responsible for coordinating the collection of intake information. This practice adds considerably to the efficiency and accuracy of this important phase of the vocational assessment process.

A sample intake form, Student Achievement Summary Form, is included in Appendix C.

Due Process Forms ---- Public Law 94-142 mandates parental permission for all testing. Local board's of education due process procedures must be followed in vocational assessment. The forms prepared for assessment in general, with vocational assessment specified along with all other types of assessments, may be used.

Transportation Permission Forms ---- Those school systems employing the vocational assessment center model will need to transport students to and from the center; therefore; local school policies for obtaining parental permission for transportation need to be followed. A sample permission slip is presented in Appendix C.

Letter to Parents ---- A letter describing the vocational assessment and its value to their children is recommended to be sent to all parents of participating students. This letter should be received just before, or at the same time as, the parents receive the forms requesting their permission for vocational evaluation. A sample letter is included in Appendix C.

Referral and Screening Checklist ---- Duplicate copies of a form listing all steps in referral and screening make it possible for both the evaluator and the school contact person to monitor this process, a procedure proven to eliminate many problems. The forms start at the local school where, at the beginning of each school year, the name and disability of each student to undergo assessment that year is listed. The evaluator receives one copy with the other copy remaining at the school. As each step of the referral/screening activities is completed, both the evaluator and the school contact person are to maintain a record of that activity. The contact person records when the activity is completed and forwarded to the evaluator, and the evaluator records when the reports are received. We recommend that when all tasks have been completed, the local school make a copy of the form to send to the evaluator and then retain one copy at the school. This cross-checking of procedures has proven to be an effective system for managing the bulk of information used in this process. A sample of this type of form entitled Vocational Referral and Screening Master Work Sheet may be found in Appendix C.

Assessment Reports

Conveying enormous amounts of vocational information in a clear,

concise report usable to the readers is a major objective of report writing. In a school setting, the primary users of the assessment report are the teachers, the students and the parents. With this population in mind it is imperative that the vocational evaluator translate the technical result of the assessments into a practical knowledge base familiar to these persons. If the reporting format is poorly structured, highly technical and lacking in practical, concrete recommendations, it is likely that the desired instructional follow-up will not occur, making the vocational assessment process useless. Thus, the goal of preparation of the handicapped for appropriate jobs will be lost.

Traditionally, vocational reports have been written in lengthy and descriptive formats. Considerable effort is needed to extract pertinent instructional information from these reports. Most teachers cannot spare the time to do so. In school settings, formats relying on charts, outlines and one-sentence descriptions have been found much more useful than narrative styles.

Computerized reporting systems lend themselves excellently to this concise style of reporting. The Fayette County Vocational Preparation of the Handicapped Project has developed a computerized report as part of its job matching program. In this program, a profile of student skills and attitudes is matched with the entry requirements of training programs and jobs, yielding a list of appropriate jobs for the individual students to pursue. The discrepancies in the matches demonstrate the instructional needs of the student, and they are readily available for use in the development of the Individualized Educational Plans (IEP's). The Fayette County computer programs may be ready for dissemination during the 1985-86 school year.

Course of Action

A feasible plan for developing a vocational assessment program is presented. This system is designed to serve approximately 220 students per year with a staff of one evaluator and one aide. It is appropriate for one large school district or several school systems willing to merge their resources. One assessment consortium currently following the plan comprises eight school systems.

The assessments used were selected on the basis of their combined capacity to meet the criteria established throughout this report. They meet these requirements with only minimal overlapping. Other combinations are possible, but were not tried in this project due to time and financial limitations. The plan is for use in a centralized assessment center model and for assessment systems designed for total implementation at local schools.

Year 1

Expenditures

*Equipment and Materials

System for Assessment & Group Evaluation (SAGE) -----	$7,000
Talent Assessment Program (TAP) ----------	4,000
Wide Range Interest Opinion Test (WRIOT) ----------	350
Comprehensive Occupation Assessment & Training System (COATS): Job Keeping Attitudes Assessment and Forms ----------	1,300
2 Computerized Career Assessment Programs (CCAP) with Backups ----------	200**
VALPAR 17 ----------	3,600

Staffing/Planning

Evaluator & Secretary/Aide (Hired Mid-year) ---------	17,000
TOTAL	$33,450

Objectives	Time Frame
Training of Staff (including shadowing at an established in-school faculty and/or workshops presented by the Research & Training Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout) ----------	10-12 weeks
Preparation of Procedural Manual & Forms --	1 week
Preparation of Equipment & Materials for Use ----------	2 weeks
Orientation of School Personnel to Vocational Assessment ----------	1 day (school)
Pilot Assessment in One School ----------	3 weeks

Continuing Yearly Costs

Expenditures

Staff ----------	$ 34,000
Operating Costs (Maintenance of equipment, telephone, photocopying, staff travel, etc.) -------	1,900

Supplies (Office, data & intake forms, assessment forms) ----------	1,500
***Additional Assessments (including VALPAR Work Samples, Wide Range Employment Sample Test, Kuder, among others identified as applicable to local needs) ----------	3,000

The above plan provides the basic core of instruments necessary for the implementation of a comprehensive in-school assessment system. Yearly expansion is recommended to broaden the scope and flexibility of the system.

Small school systems may find it more practical to contract with a large vocational assessment center for the evaluation of handicapped students requiring special adaptations. The few visually impaired, hearing impaired and severely physically disabled students within these systems may not justify the purchase of expensive adaptations.

Assessment support equipment needed by the evaluator may already be available within the school system. These items include:

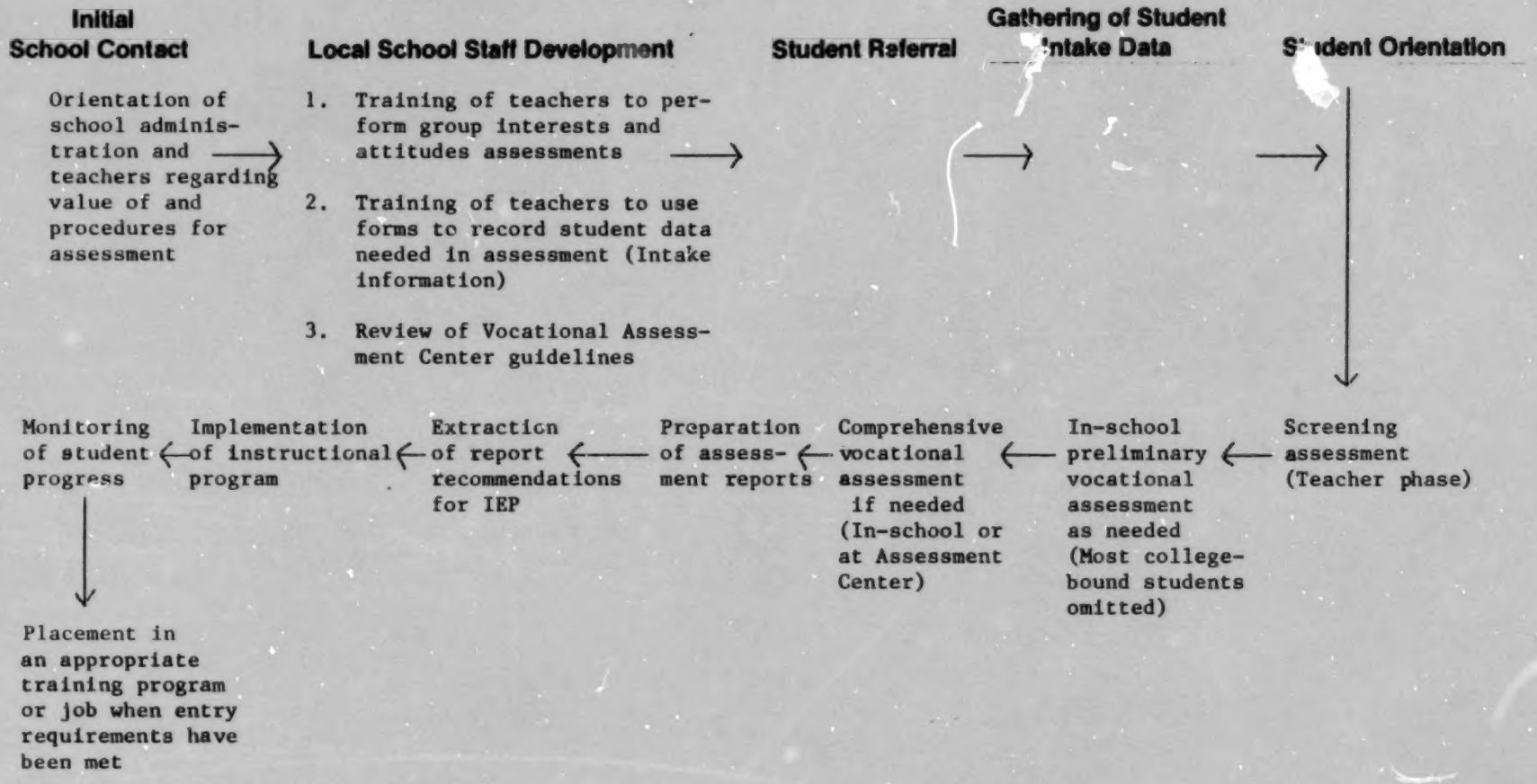
1. Adjustable table (to accomodate the physically handicapped)
2. LaBelle Duo 16 Projector (for group and individualized COATS Jobs Keeping Attitudes Test)
3. Tape recorder (for administering the Kuder to visually impaired students, and taping instructions for nonreaders)
4. Apple 11+ or Radio Shack TRS-80 computer (for CCAP assessment)
5. Video-tape equipment for the hearing impaired on VALPAR
6. Slide projector for WRIOT
7. Visualtek, or similar enlarging equipment (for visually impaired students)

*Other comparable assessment systems may be substituted for those discussed

**Cost to school systems within Kentucky

***Optional yearly expansion of assessment instruments (a recommended procedure)

The Fayette County Vocational Assessment System


Initial School Contact
Orientation of school administration and teachers regarding value of and procedures for assessment
Local School Staff Development
1. Training of teachers to perform group interests and attitudes assessments
2. Training of teachers to use forms to record student data needed in assessment (Intake information)
3. Review of Vocational Assessment Center guidelines
Student Referral
Gathering of Student Intake Data
Student Orientation
Screening assessment (Teacher phase)
In-school preliminary vocational assessment as needed (Most college-bound students omitted)
Comprehensive vocational assessment if needed (In-school or at Assessment Center)
Preparation of assessment reports
Extraction of report recommendations for IEP
Implementation of instructional program
Monitoring of student progress
Placement in an appropriate training program or job when entry requirements have been met

Evaluator's Checklist for Implementing the Vocational Assessment Process at the Local School Level

___ 1. Contact school principal to arrange an inservice for teachers on vocational assessment.

___ 2. Provide yearly inservice for the schools' assessment contact teachers on referral information, screening assessment and test scheduling procedures.

___ 3. Coordinate the screening assessment of students. (It is recommended that this activity be conducted by teachers at the beginning of each school year).

___ 4. Score screening assessments.

___ 5. Contact each school's contact teacher one month prior to testing to:

____ Obtain referral information
____ Identify specific test dates
____ Arrange for transportation
____ Arrange for lunch provisions
____ Arrange for adaptation equipment and/or accomodations if needed
____ Schedule the services of resource personnel, i.e. itinerant, school nurses, etc. to assist in the evaluation if needed

___6. Assemble student folders including referral information, screening assessment results and test protocals.

___7. Check test equipment to assure workability and completeness.

___8. Pack equipment for transporting to school for in-school testing.

___9. Conduct in-school testing with groups of three (3) students at a time.

___10. Score in-school testing and establish an evaluation plan for testing at the Assessment Center.

___11. Conduct assessments on three (3) students per day at the Assessment Center.

___12. Prepare Reports.

___13. Disseminate reports to appropriate personnel.

___ School contact teacher
___ Central Office student file
___ Assessment Center master file

Qualifications and Duties of the Evaluator

The National Association of Vocational Education Special Needs Personnel (1981) as quoted by McCray, (1982, p. 17), defined a vocational evaluation specialist as:

> A person with specific training in vocational evaluation(who) should be responsible for implementing and/or coordinating the evaluation process (n.p).

McCray outlines the rigorous standards for vocational evaluators imposed by the State of Maryland (1982, pp. 17-18):

1. A Bachelor's Degree, B.S. or B.A., or Vocational Instructor Certificate

   and

2. The following approved courses:

   6 Credits - Vocational Education

   Such as History and Principles of Vocational Education, Occupational Information or Career Information (3 credits may be waived for 12 months of paid work experience in business or industry).

   3 Credits - Tests and Measurements

   6 Credits - Counseling

   3 Credits - General Theory

   Such as Theories and Techniques of Counseling, Group Processes, Human Growth and Development.

   3 Credits - Special Needs Population Counseling

   Such as Counseling of Minority Groups

   3 Credits - Vocational Evaluation

   Or one semester approved, supervised

field experience in a vocational evaluation unit under the direction of a certified evaluator.

6 Credits - Special Education or Special Needs

Such as Introduction of Special Education, Psychology of the Exceptional Child, Sociology of Juvenile Delinquency or the special learning problems of such groups of students as non-readers, the gifted, the disadvantaged, and the handicapped.

3 Credits - from any of the following areas:

Psychology

Such as Abnormal Psychology or Industrial Psychology

Industrial Arts

Such as Modern Industry or Industrial Sociology

Vocational Education

Such as Occupational Analysis or Training Aids Development (pp. 16-17).

The Educators in Industry course of the Department of Vocational Education at the University of Kentucky offers valuable insights into business and industry. It provides actual on-site visitation to varied places of employment with opportunities to view industrial processes, talk with both employers and administrators, and review legislation influencing the work place. This type of course offers valuable background information for an evaluator.

Peterson, as quoted by McCray (1980, p. 20), summarized qualifications specifically important in a school-based vocational evaluator:

- an intense understanding of career development and development psychology
- an understanding of vocational education
- an understanding of special education

- a knowledge of career education for handicapped persons
- a highly developed coordination ability
- an understanding of adolescent handicapped persons (p. 111).

The Texas Education Agency currently is preparing standards for vocational assessment specialists. Information from this group should be available soon.

An in-school evaluator should have a strong interest in working with handicapped youth. It is preferable that this interest be tested by prior experience with this population, especially with severely disabled people. Positive interaction between the evaluator and the student is critical to a valid assessment. An evaluator with an aversion toward particular kinds of handicaps would have great difficulty in creating an environment in which those persons could function at their optimum level.

Maintaining assessment equipment and materials also is an important responsibility of an evaluator. Regular maintenance and repair are necessary both to protect the investment of the schools and to prevent costly and annoying downtime when broken equipment disrupts the assessment schedule. An evaluator must be willing to engage in a regular period of maintenance to keep this expensive equipment in top running condition.

An evaluator also should possess good interpersonal relationships. This person works with a broad spectrum of people including administrative staff members, both at the local school and at the Board of Education and with teachers, counselors, parents and other related personnel. The support of all of these individuals is important for an effective vocational assessment system.

A sample job description of an evaluator is presented in Figure 1.

Figure 1

Position Title: SPECIAL EDUCATION VOCATIONAL ASSESSMENT CENTER EVALUATOR

RESPONSIBLE TO: Principal/Head, Unit of Special Education

GENERAL DUTIES: To insure efficient operation of the Vocational Assessment Center; to assure that accurate assessment is made of each pupil's vocational potential.

SPECIFIC DUTIES:

1. Schedule evaluations
   a. notify referring schools at least 1 month prior to the initiation of a scheduled evaluation for student referrals and forms completion.
   b. make certain all necessary data, including parent permission for evaluation, is on file at least 5 days prior to the evaluation
   c. schedule make-up days
2. Design an individual assessment plan for each student, including necessary adaptations, based upon a screening assessment and other pertinent data; i.e., referral information, student interview
3. Administer or supervise all vocational assessments conducted under the auspices of the Fayette County Vocational Assessment Center for the Handicapped
4. Supervise all work performed by the secretary/aide
5. Write vocational assessment reports and submit them to referring schools and indicated persons, within 20 days of the assessment
6. Inform referring schools of all irregularities in the performance of students being evaluated; i.e., absence, tardiness, behavior problems, illness, etc.
7. Supervise performance and safety of pupils while at the Center
8. Supervise security of equipment and materials in the Center
9. Monitor the correct usage of all Center equipment & materials
10. Keep a yearly inventory of materials, equipment and supplies
11. Supervise the orientation of pupils to the Center and Bryan Station Senior High School regulations
12. Attend all appropriate Bryan Station High School and Unit of Special Education meetings
13. Maintain a monthly travel report
14. Stay informed on vocational evaluation processes and materials
15. Provide inservice programs
16. Assist in the development of an efficient and effective approach to the categorical vocational assessment of handicapped young people
17. Observe all Bryan Station Senior High School regulations
18. Assist referring school personnel in interpretation of reports
19. Carry out other duties assigned by the Head of the Unit of Special Education

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Security/Aide

A combination secretary/aide position has been found ideal for working with one evaluator in an in-school assessment system that serves approximately 220 students per year. A sample job description outlining the duties for this position is presented in Figure 2. The job requirements place more of an emphasis upon assessment apsects of this position than they do the secretarial tasks.

Figure 2

Position Title: SPECIAL EDUCATION VOCATIONAL ASSESSMENT CENTER SECRETARY/AIDE

RESPONSIBLE TO: Vocational Evaluator

GENERAL DUTIES: General duties of this position include assisting the Vocational Evaluator to function in a well organized manner and to carry out directives and requests made by the Vocational Evaluator.

SPECIFIC DUTIES:

1. Assist the Vocational Evaluator in all phases of the assessment process
2. Type and mail the assessment reports and all communications from the Center
3. Attend all required meetings and inservice programs
4. Maintain assessment files
5. Assist the Vocational Evaluator in the maintenance of assessment equipment, materials and supplies
6. Perform other duties assigned by the evaluator as they relate to the project.

It is important that the secretary/aide also has excellent interpersonal skills and a positive attitude toward the handicapped. (S)he has a major role in working with local school staff members in readying a room for assessments, monitoring the completion of intake forms prior

to assessment and in the scheduling of students. (S)he also has direct contact with the students during the assessment process. It is necessary that this person like these young people, for (s)he will provide and/or supervise many kinds of personal services for them while they are participating in assessment.

The other responsibilities of the secretary/aide are those generally performed by any good office secretary. Typing, filing, record keeping, mail handling and telephone answering are among the tasks conducted under the supervision of the evaluator.

Special Considerations

Some handicapping conditions require extra efforts. In an assessment program, sometimes seemingly small details specific only to one categorical area of handicap can make the difference between a smooth flowing operation and one fraught with frustration. Seven years of experience with an in-school assessment have produced the following suggestions for strengthening the overall process:

Physically Handicapped

1. Avoid scheduling the assessments for this population during bad weather.

2. Arrange with the home school for addressing daily medical and personal needs.

3. Contact the physical therapist for detailed information about the handicaps of the individual students.

4. Arrange from the home school for necessary adaptive equipment to accompany the student to the Assessment Center.

5. Arrange furniture and equipment in testing room to facilitate mobility. Have necessary assessments in close proximity.

6. Administer a comprehensive assessment because of their more severe physical limitations. Combining VALPAR, SAGE and TAP is recommended.

7. Arrange for adequate personal care facilities.

Visually Impaired

1. Contact VI resource teacher for detailed medical information on visual impairments of the individual students.

2. Arrange from a home school for necessary adaptive equipment to accompany the student to the assessment center.

3. Arrange for VI students to be in a testing group with peers who readily accept them and assist them during break and lunch periods.

4. Arrange furniture and equipment in testing room to facilitate mobility.

5. Have vocational assessment adaptations for specific VI students ready for use.

Hearing Impaired

1. Contact HI resource teachers for detailed medical information on hearing impairments of the individual students.

2. Have vocational assessment adaptations for specific HI students ready for use.

3. Arrange for HI students to be in a testing group with peers who are accepting of them and willing to assist them during break periods, lunch, etc.

Multi-Handicapped/Trainable Mentally Handicapped

1. Have assessment adaptations ready for use (HI, VI, PH and non-reading adaptations may be necessary).

2. Use one evaluator/one student testing ratio.

3. Increase the instruction demonstration time.

4. Increase the practice repetition time.

General Population

1. Avoid scheduling assessments two days before major school breaks such as holidays.

2. Avoid conflicts on local school and school-system-wide calendars.

3. Work with principals in having one teacher at each school designated as a vocational assessment contact person.

4. Build success activities throughout the assessment period to increase motivation.

5. Schedule short "fun" assessments during the beginning periods. Examples include:

    a. SAGE: Motor Coordination
    b. SAGE: Eye-Hand-Foot Coordination
    c. VALPAR: Eye-Hand-Foot Coordination
    d. VALPAR: Dynamic Strength

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Appendix A
VOCATIONAL ASSESSMENT INSTRUMENTS

Assessments	* Target Group	Description	Physical Aspects	Use	ADMINISTRATION Grp	Ind	Time	Evaluator	Teacher	Scoring	ADAPTATION Available	** Local
COATS: Employability Attitudes Job Seeking Skills	L.D. V.I. E.M.H. M.H. P.H. B.D. H.I.	4 Audio-visual cartridges using "real life" adventures to assess job keeping attitudes on a scale of 1-7. Can be based upon local business and industry norms. Correlated to an instructional program. Maximum appeal for employers. Minimal appeal to higher functioning handicapped population, particularly those from economically disadvantaged backgrounds.	Portable. Durable. Adjustment problem when audio gets out of synchronization with the visual. Scoring sheets sometimes separate during administration. Answer sheets must be purchased from the company. Computer scoring costs are included.	Determining discrepancies between student performance and that needed by local training programs and jobs. Serve as a basis for instruction.	X	X	4 hrs.	X	X	Computer time delay 1 wk.		Appx. B-1 (VI) B-2 (PH) B-3 (MH) B-3 (HI)
CCAP	Readers at grade 7 and above. All except for blind VI		Requires an Apple II+ or IIe or TRS-80 Computer.	Providing interest assessment and career exploration of higher level students.		X			X	Computer		B-1 (VI)

A-1

Assessments	Target Group	Description	Physical Aspects	Use	ADMINISTRATION Grp	Ind	Time	Evaluator	Teacher	Scoring	ADAPTATION Available	** Local
Kuder Occupational Interest Survey (KOIS)	VI	An untimed vocational interest survey that uses job activities rather than job titles. Useful for readers at a sixth grade or above reading level. A paper and pencil test. The Kuder is not correlated to the GOE or DOT making career exploration follow-up more difficult. Does not require staff supervision.		Testing the visually impaired for whom other interest assessments are inappropriate because of vision or job knowledge limitations.	X	X	30-40 min.	X	X	Computer		See Appx B-1 (VI)
System for Assessment and Group Evaluation SAGE	B.D. E.M.H. H.I. M.H. P.H. T.M.H. V.I. See Use column	Consists of four different assessment components: a. Interests: 12 interest areas are explored through the use of paper and pencil responses to an audio-visual cartridge. Limitations-the activities described often are not within the experiences of the handicapped.	Each of the four tests is packaged separately. Portable carrying cases available. Frequent transporting of Motor Coordination and Eye/Hand/Foot Coordinator is not recommended. No consumable supplies needed Answer sheets may be reproduced.	Interest component not used. (Additional target group information)								
		b. Aptitude: A combination paper and pencil and work sample assessment of the 11 DOT work aptitudes. A fourth grade reading level is indicated, but fifth grade level is needed for the verbal, numerical and general components.		Verbal, numerical & general components used with all above a grade four reading level.	X	3 at a time	45 min	X		Hand-6 min.		B-2 (VI)
				The hands-on assessments remaining generally may be used with all but the severely VI & PH students.			37 min. not incl. inst.			Automatic scoring		

Assessments	Target Group	Description	Physical Aspects	Use	ADMINISTRATION Grp	Ind	Time	Evaluator	Teacher	Scoring	ADAPTATION Available	** Local
SAGE (continued)	High VI HI BD PH	c. Cognitive/Conceptual Abilities: a multiple choice, paper-and-pencil test. The comprehensive educational assessments of handicapped youth are more useful in the school setting than is this assessment.		Determining the cognitive/ conceptual performance of high-functioning, low-incidence groups, such as VI, HI, BD and PH	X	X	1 hour		X	Hand- 2 min		Appx. B-1 (VI)
		d. Work Attitudes Most handicapped in-school youth in this project did not have the experiential background necessary to respond to the test items.			X	X	Un-timed		X	Hand		
Talent Assessment Program TAP	B.D. E.M.H. H.I. L.D. M.H. P.H. V.I½**	A battery of 10 work samples limited to the assessment of gross and fine finger and manual dexterity, visual and tactile discrimination and retention of details. Training in the system is required. Flexibility in instructions permit its use with all learning styles.	Portable & compact carrying cases are available. Durable. No consumables. Report forms are reproducable. Replacement parts obtainable locally.	Screening for the more technical jobs. Pinpointing perceptual performance difficulties experienced by LD students. Measuring organizational skills.	X	X	2½ hrs.	X		Hand- large- ly done while assess- ing. Norm- ing 15 mins. addi- tional time		B-2 (VI) B-2 (PH)

Assessments	Target Group	Description	Physical Aspects	Use	ADMINISTRATION						ADAPTATION	
					Grp	Ind	Time	Evaluator	Teacher	Scoring	Available	** Local
Trainee Performance Sample	T.M.H. M.H. High S/P Low-E.M.H.	Measures responsiveness to vocational training including the amount and type of training required for severely retarded adolescents and youth to reach a placement level. Both performance and process are measured. Some training during testing is possible. Not appropriate for visually impaired and hearing impaired.	Portable and compact. Packaged in a carrying case.	Determining of the amount and type of training required. Determining learning styles.		X	10-15 min.	X	X	½ hr.		
Valpar Conceptual Understanding of Blind Evaluation	V.I.	Not all components are appropriate for all students. They may be administered selectively.	Not portable. No consumables. Scoring sheets may be reproduced. Requires 7'x10' floor space.			X	8 hrs.	X		Concurrent with assessment. Norming ½ hr.		
Valpar Work Sample System	B.D. E.M.H. H.I. L.D. M.H. P.H.	A comprehensive battery of 16 work samples, most of which measure single worker traits. The individual samples may be purchased as needed. Overall appeal to youth.	Non-transportable. Durable, well designed. No consumables. Scoring sheets may be ordered from the company.	Exploring extensively worker trait group skills selected on the basis of initial screening tests.	Val. 14	X except	varies	X		Concurrent with assessment. Norming varies with work sample	Appx. B-1 (VI) B-3 (HI)	Appx. B-2 (PH)

Assessments	Target Group	Description	Physical Aspects	Use	ADMINISTRATION						ADAPTATION	
					Grp	Ind	Time	Evaluator	Teacher	Scoring	Available	** Local
Valpar 17 (Pre-vocational Readiness Test)	T.M.H. M.H. Low- M.H. V.I.	Assesses functional skills in the five areas below. Allows for practice and flexibility in instructions.	Transportable with some difficulty-heavy. Durable, well-designed. No consumables. Scoring sheets may be reproduced. Replacement parts may be ordered from the company.	Pinpointing students appropriate for work shops rather than competitive employment. Determining need for intensive vocational intervention.		X		X		Concurrent with assessment plus norming time		
		Components										
		I Developmental Assessment-measures physical and mental abilities A. Patterning/Color Discrimination/ Manipulation B. Range of Motion/Dynamic Strength/Walking C. Manual Coordination D. Matching/Vocational Knowledge/Measurement				X	1½ hrs.	X				
		II Workshop Evaluation - measures assembly skills, worker relationships, problem solving abilities, work pace adjustments & ability to follow instructions			3 stu.		60 mins.	X				
		III Vocational Interest Screening Cassette tape/slide presentation. Answers are recorded on booklet. No reading required.			X		45 mins.		X			

Assessment	Target Group	Description	Physical Aspects	Use	ADMINISTRATION Grp	Ind	Time	Evaluator	Teacher	Scoring	ADAPTATION Available	** Local
Valpar 17 (continued)		IV Interpersonal Skills/ Social Skills Social skills observed in four situations: A. Practical Skills, B. Socialization Skills, C. Aggravating Behaviors, D. Work Related Skills. No reading required. Limited time for observations; therefore results are questionable.		Included in Description	X	X	varies	X				
		V Independent Living Skills Simulated activities test transportation, money, grooming and living environment skills.		Assessing an individual's vocations-related resources as a baseline of instruction.		X	2½ hrs.	X				
Wide Range Employability Sample Test (WREST)	Low-E.M.H. M.H. T.M.H. P.H.	A battery of ten low-level work samples that primarily assess manipulation and dexterity abilities. Emphasis upon practice provides opportunities for determining a student's potential for skill development. The assessment is correlated to the Pre-Vocational Training Program developed by EBSCO.			3-5		1½ hrs.	X	X			

Assessments	Target Group	Description	Physical Aspects	Use	ADMINISTRATION						ADAPTATION	
					Grp	Ind	Time	Evaluator	Teacher	Scoring	Available	** Local
Wide Range Interest Opinion Test (WRIOT)	B.D. E.M.H. H.I. L.D. M.H. P.H.	Presents a wide gamut of work activities pictorially. Nondiscriminatory. Inexpensive. Correlated to DOT	Portable. Available in both picture booklet and filmstrip formats. Report forms must be purchased from the company.	Pinpointing level of interests in a wide variety of job clusters	X	X	60 mins	X	X	Hand-15 min Machine		Appx. B-2 (VI)* B-2**** (PH) B-3**** (HI) B-3 (EMH) (MH)*** (LD)**** (BD)****

* B.D. - Behavioral Disordered
E.M.H. - Educable Mentally Handicapped
H.I. - Hearing Impaired
L.D. - Learning Disabled
M.H. - Multiple Handicapped
P.H. - Physically Handicapped
S/P - Severe/Profoundly Handicapped
T.M.H. - Trainable Mentally Handicapped
V.I. - Visually Handicapped

** See Appendix B for locally developed adaptations

*** Limited Use

**** Video taped presentation offering explanations of scenes presented in WRIOT

Appendix B

ADAPTATIONS

Locally Developed or Applied Assessment Adaptations

Visually Impaired

Lombana[1] presents guidelines for administering vocational assessments to blind and partially sighted students. She includes the following:

> Allow the student to make the best use of residual vision by providing bright lights without glare. If the student is sensitive to light, the room should be arranged so that light is provided from the side of the more efficient eye.
>
> Allow the student to determine the distance of the test material and whether to use low vision aids.
>
> Because anxiety can result in loss of visual efficiency, special efforts must be made to reduce tension. Rapport is essential; therefore adjustments in time limits may be necessary, visual and auditory in short blocks of time, and tests should be given on an individual basis whenever possible.
>
> The student with no useful vision will require special instructions. The examiner should tell the student all of the information about the test and the testing situation that a sighted person would discover visually. In performance tasks, the examiner should describe the objects being used and encourage the student to touch them before the start of testing (Bauman, 1975).
>
> Lombana also suggests that when determining the career potential of visually handicapped students, the assessment of personal management is vital. Mobility, personal grooming, social and table etiquette, financial transactions, and ability to comprehend and sign documents must all be evaluated. State and local vocational rehabilitation offices and a number of professional organizations serving blind persons can provide useful instruments (1980, p. 222).

Fayette County has found the following devices and procedures useful in the vocational assessment of this population:

COATS - Enlarged answer sheets for visually impaired

Assistance for blind to record answers

CCAPP - Visualtek to enlarge viewing screen

Voice Synthesizer

KUDER - Cassette tape and enlarged answer sheet or an aide reading the assessment and recording the answers.

[1]Lombana, J.H. "Career Planning with Visually Handicapped Students", Vocational Guidance Quarterly; Vol. 28, No. 3, March, 1980, p. 222

SAGE - Large print for General Learning Aptitudes; Verbal; Numerical; Cognitive and Conceptual Abilities, and Clerical Abilities components.

Enlarged answer sheets

Motor and Eye-Hand-Foot Coordination - testing room lights may be turned off to display assessment lights better

(Some work samples may not be appropriate for all students - particularly those involving size discrimination and/or perception.)

TAP - Enlarged sketches for Flowpath Visualization

(Several of the work samples are not appropriate.)

WRIOT- Cassette tape of activities and enlarged answer sheet or aide to read assessment and record answers

VALPAR-Commercialized adaptations available for purchase

Physically Handicapped

COATS - Enlarged answer sheet with answers later transferred by aide

Foot pedals (for gross hand/arm movement) to operate machine

Modification of Duo 16 projector buttons so mouth stick may be used

Cassette tape recorder for recording answers

(Due to extreme work experience deficiency in severe cases this assessment is needed but students with higher intellectual functioning may be bored with "real life" situations.)

CCAPP - Grid for keyboard

SAGE - Adjustable table for all sections

Enlarged answer sheets

Assistance for turning pages on: General Learning Aptitudes; Numerical; Verbal; Form Perception; Cognitive and Conceptual; Clerical

(Some work samples may not be appropriate for individual students.)

TAP - Adjustable table

(Some work samples may not be appropriate for individual students.)

VALPAR - Adjustable table

WRIOT - Enlarged answer sheet for later transfer by aide

Multi-Handicapped

COATS - Enlarged answer sheets. (Answers to be transferred by aide at a later time)

Slower pace

(Extremely low functioning may not be capable of making answer decisions.)

Hearing Impaired

COATS - Individualized administration for hearing impaired (Not appropriate for deaf due to time restraints)

SAGE - Increased demonstration and practice time to assure comprehension of tasks

Special notification of test time completion

(Closer supervision is needed due to sound-response timers.)

SSSQ - Student-read, rather than evaluator-read questions

VALPAR - Commercially available video tapes of signed instructions

WRIOT - Written copy of job activities for student to read

Appendix C

FORMS

INSTRUCTIONS FOR FORMS

In the interest of time and efficiency, it is recommended that your school based consultant begin checking these requirements at the beginning of the year. At least six days prior to testing the following forms must be completed for each pupil.

Due Process Forms

1. EC/IEP-3 - The new form which includes the "vocational evaluation" must be signed by the parents. Check marks need to be placed by "vocational" and by "I do give my consent" as illustrated below and on the sample EC/IEP-3 enclosed.

   ✓ 8. Vocational

   ✓ I do give my consent _____

   Parent's Signature

2. Prior Notice - If the proper EC/IEP-3 has been signed more than a school year prior to vocational testing, a Prior Notice must be sent home at least 2 weeks prior to vocational testing. In Section I of this form write "VOCATIONAL ASSESSMENT". Include a square to be checked following the illustration below and the sample Prior Notice enclosed.

   ☐ POSSIBLE CHANGE IN PLACEMENT ☐ VOCATIONAL ASSESSMENT

3. Letter to Parents - This should accompany either the EC/IEP-3 or the Prior Notice sent home to the parents.

Vocational Assessment Center Forms

1. Referral and Screening Master Work Sheet
   A. Columns 1 and 2 (student name & disability) should be completed and a photo-copy returned to the Vocational Assessment Center.

   B. The original should be used as a teacher check list regarding completion of the noted forms for each student.

2. Student Achievement Summary Form - Complete all portions. Copies of LIIPS, MIIPS, SIMS, etc. may be substituted for the academically related portions.

3. Vocational Screening Assessment Answer Forms.

   A. WRIOT answer sheet - refer to specific administration instructions on following page.

   B. COATS answer sheet - refer to specific administration instructions on following page.

4. Vocational Assessment Permission To Transport Form - Have parents sign. Keep on file in the student's school.

Those forms not a part of the Fayette County due process procedures will be furnished by the Vocational Assessment Center. In addition, approximately one week prior to testing the Assessment Center will send a memo that will include the assessment schedule for your school.

LC/IEP-3

FAYETTE COUNTY PUBLIC SCHOOLS
Lexington, Kentucky
PARENTAL APPROVAL FOR INDIVIDUAL EVALUATIONS

Date_____

Dear_____;

In a prior communication (personal interview or mail) you have been informed of the school's concern for your child's educational progress and the need to gather further information so that the best possible program can be planned. Kentucky Administrative Regulations require that you approve of any testing or other evaluation of your child.

It is required that the parent, guardian, or pupil 18 years of age or older be informed of their right to deny permission for the administration of any individual evaluations of their child. If such permission is denied, it is the right of the local school district to request a hearing to present its reasons for the evaluation and to try to obtain approval of the Hearing Officer to conduct the requested evaluation. You are also advised of your right, as a parent, guardian, or pupil 18 years of age or older to review all school records pertaining to your child. If you wish to have legal counsel represent you and you are unable to afford an attorney, you may contact the Fayette County Legal Aid, Inc., 317 West Short Street. Please sign as indicated below. Your cooperation is appreciated.

_____
Chairperson, Admissions and Release Committee

_____ _____
School Telephone

This is to indicate that I have been informed and counseled regarding the referral of my child,

_____, _____ for individual testing by personnel
(Name of Pupil) (Birthdate)

of the Fayette County School district and other personnel under contract with the Fayette County Board of Education to provide services listed below that are needed. Approval is given to the evaluator for review and/or copies of all relevant data as deemed necessary in the referral process. I have also received my copy of the Statement of Parent's Rights and my copy of the general description of assessment procedures. My rights have been explained to me orally and I understand the statements outlined above.

EVALUATIONS/ASSESSMENTS may include some of the following as deemed necessary: Individual Psychological Evaluation, Educational Assessment, Behavioral Observation, Physical Therapy, Occupational Therapy, Adaptive Physical Education, Speech/Hearing/Language, Audiological, Vision, Physical, Neurological, and Vocational.

This must be checked

___ I do give my consent _____ _____
Parent's Signature Pupil's Signature, if 18 years of age or older

This must be signed

___ I do not give my consent _____ _____
Parent's Signature Pupil's Signature, if 18 years of age or older

_____ _____
Date

White and Pink Copy: Special Pupil Services
Blue Copy: Parent
Yellow Copy: School

FAYETTE COUNTY PUBLIC SCHOOLS
701 East Main Street
Lexington, Kentucky 40502

P R I O R N O T I C E

CHILD'S NAME _____ BIRTHDATE _____ DATE _____ SCHOOL _____

Dear _____,

This notice is provided to you regarding re-evaluation, proposed change in placement or refusal to evaluate or place. Please note the section that is checked.

In a prior Admissions and Release Committee, you authorized school personnel and other personnel under contract to the Fayette County Board of Education to administer individual evaluations to your child. State and federal regulations require that your approval be given prior to initial evaluation for placement and that you be notified prior to any re-evaluation, change in placement or local agency refusal to evaluate or place your child. Also, you have the right to secure an independent evaluation if you disagree with our evaluations. However, you must notify us by using the form which is available from your principal prior to securing an independent evaluation.

Your rights as a parent are explained on the attached sheet entitled "Statement of Parent's Rights". If you desire a more detailed explanation, please contact the principal of your child's school. Any evaluations administered are described on the attached sheet entitled "General Description of Assessment Procedures". A more detailed description of assessments is available from the principal of your child's school upon request.

___ I. Evaluation
In our continuing efforts to provide quality education programs for your child it will be necessary to administer one or more evaluation(s). Results will be reviewed with you during the Annual Review of Placement or provided to you upon request.

___ *THREE YEAR EVALUATION*
___ *Psychological*
___ *Educational Assessment*

___ *INDIVIDUAL EDUCATION PLAN (IEP) UPDATE*
___ *POSSIBLE CHANGE IN PLACEMENT*
___ *VOCATIONAL ASSESSMENT* → This must be checked
___ *SPEECH/LANGUAGE/HEARING SCREENING*

___ *II.* Proposed Change in Placement
It is proposed that your child be considered for a possible change in placement.

Suggested options to be considered by the Admissions and Release Committee of which you are a member:

From: _____

To: _____

Supportive data for change _____

_____

Alternatives/Why not appropriate _____

_____

We would like to discuss these items with you on _____ *Date* _____ *Time*

at _____ *Place*. *If you cannot meet at this time, please notify us.*

___ III. Refusal to Evaluate or Place
Appropriate staff members have reviewed your child's records and feel that it is not necessary to ___ *evaluate your child for special education*

___ *place your child in special education.*

Supportive Data for Request _____

_____

Alternatives/Why not appropriate _____

_____

We would like to discuss these items with you on _____ *Date* _____ *Time*

_____. *If you cannot meet at this time, please notify us.*

_____
Principal/Chairperson/School

WHITE COPY: Special Pupil Services
BLUE COPY: Parent (2 attachments)
YELLOW COPY: School

BEST COPY AVAILABLE

VOCATIONAL ASSESSMENT PERMISSION TO TRANSPORT FORM

Permission is granted for _____, _____
(Name of Student) (Birthdate)

to receive a vocational assessment. I understand that bus transportation from the school that my child attends to Bryan Station Senior High School may be necessary and will be provided when necessary.

_____ _____
(Parent's Signature) (Date)

VOCATIONAL ASSESSMENT PERMISSION TO TRANSPORT FORM

Permission is granted for _____, _____
(Name of Student) (Birthdate)

to receive a vocational assessment. I understand that bus transportation from the school that my child attends to Bryan Station Senior High School may be necessary and will be provided when necessary.

_____ _____
(Parent's Signature) (Date)

VOCATIONAL REFERRAL AND SCREENING MASTER WORK SHEET

SCHOOL _____ DATE _____

(Alphabetical Order) Student Names	Referral Completions							Answer Sheets		Lunch		
	Disability	Due Process Forms	Transportation Permission	Letters to Parents	Student Achievement Summary Form	Medical Information	Student Orientation	COATS	WRIOT	Free	Reduced	Pay

STUDENT ACHIEVEMENT SUMMARY FORM
(To accompany all referrals to the Vocational Assessment Center)

Student's Name _____ Disability _____
School _____ Data Form Completed _____
Referring Teacher _____

I. VOCATIONAL INTERESTS

A. Cluster(s)	Occupational Group(s)	Occupations	Interest Level	
			Firm	Expressed

B. Undecided ☐

II. MATHEMATICS

	GRADE LEVEL	
	MASTERY	IN PROGRESS
A. Addition		
B. Subtraction		
C. Multiplication		
D. Division		
E. Addition of fractions		
F. Subtraction of fractions		
G. Multiplication of fractions		
H. Division of fractions		
I. Decimals		
J. Percents		
K. Word Problems		
L. Time		
M. Money		
N. Measurement		
Linear:		
Volume:		
Weight:		
O. Calendar		
P. Schedules		

III. LANGUAGE ARTS

	GRADE LEVEL	
	MASTERY	IN PROGRESS
Writing		
Printing		
Cursive		
Capitalization		
Punctuation		
Grammar		
Envelopes		
Letters (Correspondence)		
Spelling		
Oral Reading		
Reading Comprehension		

	AUDITORY		VISUAL	
Word Recognition	YES	NO	YES	NO
Warning/Safety Signs				
Information Signs				
Number Words				

	YES	NO
Graphic Representations		
Graphs		
Forms		

IV. PROBLEM SOLVING ABILITY (COMMENTS) _____

V. ACADEMIC WORK RATE (COMMENTS) _____

VI. LEARNING STYLE(S) _____

VII. ADDITIONAL INFORMATION NEEDED FOR DEVELOPMENT OF ASSESSMENT PLAN

Attachments

Yes No

☐ ☐ 1. Medical: (Including heart disorders, allergies, asthma, epilepsy, speech and hearing) (Include medications and dosage) In cases of physical handicaps, medical reports need to be attached. (See EC/IEP No. 7)

☐ ☐ 2. Psychological: All current psychological assessments

☐ ☐ 3. Work History: (Attach a summary if yes is checked).

☐ ☐ 4. Pertinent social history (social, family): Enclose copy of social history made for special education placement, if any.

Attachments
Yes No

☐ ☐ 5. Language Assessment: In cases of language impairment, send language assessment reports.

VIII. LEFT/RIGHT KNOWLEDGE

Spontaneous: Yes ☐ No ☐

Hesitating: Yes ☐ No ☐

No Discrimination: Yes ☐ No ☐

IX. SUMMARY OF HOME SCHOOL OBSERVATIONS

	Comments
A. Absentee record: If more than 1 day/month, record days missed along with pertinent comments.	
B. Punctuality record: If tardy more than three times/week, record tardiness record and comments.	
C. School activity participation	
D. Specific family responsibilities	
E. Independent work habits at school	
F. Specific positive behaviors	
G. Specific negative behaviors	

X. SUMMARY OF WORK HISTORY _____

_____

_____

XI. DOES STUDENT USE SPECIAL AIDS? (Include prosthetic devices, adaptations for computers, visual aids, such as Brailler, VISUAL-TEK, etc.) List: _____

_____

_____

XII. OTHER COMMENTS (use back if needed): _____

_____

_____

_____

_____

Fayette County Public Schools
701 East Main Street
Lexington, Kentucky 40502
Telephone 606-259-1411

Dear Parents:

The Department of Special Pupil Services is pleased to announce that vocational evaluations are now available to assist our ninth grade students in planning for future jobs. By learning about their vocational interests and talents, students will be able to choose the jobs and training programs in which they would be most likely to succeed. These vocational decisions will make it possible for them to select the instructional objectives and school courses that would be most beneficial to them, making the Individual Education Plan one that would help them to reach their vocational goal(s). A wide variety of vocational assessments are available for these purposes. Please see the attached listing.

Most of these assessments will be conducted at the local school. Generally one day's assessment at the Fayette County Vocational Assessment Center, located at Bryan Station Senior High School also is needed. Students coming from other campuses will be transported to and from the Vocational Assessment Center by school bus.

Your cooperation in helping the schools prepare your child for the jobs in which he/she is likely to be both satisfied and successful is appreciated.

Sincerely,

Appendix D

STAFF DEVELOPMENT PACKETS

INSTRUCTIONAL PACKET I

Local School Staff

Orientation to Vocational Assessment

Procedures

Staff Orientation to Vocational Assessment Procedures

Training Manual

Purpose

The purpose of this manual is to train special education teachers in all phases of the vocational assessment pertaining to the local schools (with the exception of training in administering screening assessments which is covered in Instructional Packet II). The instructional objectives are:

1. To provide trainees with knowledge about the importance of the vocational assessment to the development of IEP's in the secondary schools and to the importance to the eventual vocational success of handicapped students.

2. To acquaint trainees with the various instruments used in the Fayette County vocational assessment system, their specific purpose(s), and the general readiness activities for their use.

3. To introduce trainees to the policies and procedures of the Fayette County vocational assessment system.

4. To introduce trainees to the importance of student orientation.

5. To acquaint trainees with the proper use of required forms.

6. To acquaint trainees with the use of vocational assessment reports.

Training Packet I SOVAP

Topic 1 Importance of the Vocational Assessment

Handout 2: Rationale for Vocational Assessment

Procedure

1. Refer to Handout Number 2, Rationale for Vocational Assessment
2. Discuss the relationship of the vocational assessment to content of the instructional program for each student.
3. Discuss the relationship of the vocational assessment to learning about the optimal instructional strategies to use with each student.
4. Discuss the relationship of the vocational assessment to the eventual vocational success of each student.

Topic 2 Vocational Assessment Instruments and Process

Handouts: 1 Fayette County Public Schools Vocational Assessment Center Policy Manual
5 Readiness Activities for Testing

Procedure

1. Refer to Handout 1, Section III.
2. Review descriptive information about each of the assessments.
3. Explain the use of these instruments with specific populations.
4. Refer to Handout 5 Readiness Activities for Testing.
5. Explain the need for each subtopic on Handout 5.
6. Explain the procedures for each subtopic on Handout 5.

Topic 3 Policies and Procedures

Handout 1: Fayette County Public Schools Vocational Assessment Center Policy Manual

Procedures

1. Refer to Handout 1, Section IV.
2. Discuss each subtopic of Section IV in detail.

Topic 4 Student Orientation

Handout 1: Fayette County Public Schools Vocational Assessment Center Policy Manual

Procedures

1. Refer to Handout 1, Section V.
2. Discuss each subtopic of Section V

Topic 5 Forms

Materials

Handouts 3: Instructions for Forms
4: Forms

Transparencies

A: Handout 4-1
B: Handout 4-2
C: Handout 4-4
D: Handout 4-5

Procedures

1. Refer to Handout 4-1.
2. Show Transparency A.
3. Discuss the use of Due Process Form EC/IEP.
4. Refer to Handout 4-2.
5. Show Transparency B.
6. Discuss the use of the Prior Notice Form.
7. Refer to Handout 4-3.
8. Discuss the use of 4-3, Parent Letter.
9. Refer to Handout 4-4.
10. Show Transparency C.
11. Discuss the use of the Vocational Referral and Screening Master Worksheet.

Topic 5 Procedures (continued)

12. Refer to Student Achievement Summary Form.

13. Show Transparency D.

14. Discuss the use of Student Achievement Summary Form.

15. Refer to the Handout 4-6.

16. Discuss the use of Vocational Assessment Permission To Transport Form.

Topic 6 Assessment Reports

(To be revised. The reports are in the process of being computerized)

FAYETTE COUNTY PUBLIC SCHOOLS

VOCATIONAL ASSESSMENT CENTER POLICY MANUAL

CONTENTS:

I. INTRODUCTION

II. OBJECTIVES

III. ASSESSMENTS/TESTS

IV. POLICIES AND PROCEDURES

V. STUDENT ORIENTATION

VI. FORMS

I. INTRODUCTION

The vocational assessment is designed to assess a student's interest, physical skills, basic work skills, selected independent living skills and attitudes. The information gathered from this assessment together with the assessments listed below, when appropriate, will be used to develop a profile of a student's potential for employment and training in all major vocational areas:

- Academic skills
- Medical reports
  - Medication currently being taken
  - Visual impairments
  - Hearing impairments
  - Physical therapy
  - Occupational therapy
  - Allergies
  - Asthma
  - Epilepsy
- Psychologicals
- Speech and language evaluations
- Work skills(including work history, tool usage, etc.)
- Work rate
- Work attitudes
- Other health problems
- Problem solving skills
- Learning style(s)
- Independent Living Skills

The results will be used to guide the student, parents and staff in setting appropriate educational/vocational goals. It is this profile that will provide the basis for the high school Individual Education Plan (IEP). Follow-up assessment will be administered as needed throughout the high school years.

II. OBJECTIVES

The objectives of the vocational assessment are as follows:

1. To identify vocational interests
2. To identify psychomotor capacities
3. To identify levels of essential vocational attitudes
4. To identify level of achievmeent in basic work tasks
5. To identify level of achievement in independent living skills
6. To yield an assessment profile that will provide the information needed for the vocational aspects of the Individual Education Plan
7. To make recommendations for realistic vocational decisions
8. To make recommendations for the adaptations, services and resources needed in the vocational preparation process.

III. ASSESSMENTS/TESTS

Assessment components will be selected from the following systems:

1. SAGE: The System for Assessment and Group Evaluation

   The SAGE assessment is a non-biased, hands-on assessment of the vocational interests, cognitive and conceptual abilities, work attitudes and vocational aptitudes necessary for vocational decision making.

2. The VALPAR Component Work Sample Series 1-16

   Each of the VALPAR work samples introduces those motor and thought process skills that individuals encounter in a real work situation and assesses a student's degree of ability to perform the required tasks for these skills.

3. The VALPAR Pre-Vocational Readiness Battery

   Through hands-on activities, the Pre-Vocational Readiness Battery assesses a student's ability to function in competitive employment and independent living.

4. TAP: The Talent Assessment Program

   TAP offers a battery of action tests that assesses the functional characterisitcs applicable to training and work in trade, industrial and technical fields. Actual materials and tools of the trades are used.

5. COATS Employability Attitudes System

   Students' job keeping and job seeking attitudes are assessed and compared with employer expectations. Specific learning activities are prescribed in the assessment reports.

6. VALPAR 18 (C.U.B.E.): Conceptual Understanding Through Blind Evaluation

   The C.U.B.E. Assessment Battery measures the separate and collective perceptual abilities that help a person compensate for visual handicaps.

7. VALPAR B Kit Work Sample Series

   These assessments are adaptations of selected VALPAR Component Work Samples for use with visually handicapped persons.

8. Vocational Education Readiness Test

   Under simulated work conditions, students use the standard tools and materials required for work tasks in clothing industries, building trades (basic wiring, carpentry, masonry and plumbing) and auto mechanics. Scores on this test can be used as basis for predicting success in Vocational Education.

9. SSSQ

10. WREST - Wide Range Employment Sample Test

11. Kuder - Occupational Interest Survey

12. CCAPP - Computerized Career Assessment and Planning Program

13. Harrington O'Shea System for Career Decision-Making

14. Trainee Performance Sample

IV. POLICIES AND PROCEDURES

1. Referrals

Referrals for evaluation must be approved by the appropriate Admission and Release Committee. The following data and evaluations must accompany each referral, be complete and be on file at specified locations at least six days prior to the initiation of the evaluation.

a. Vocational Assessment Center forms
b. Parent permission (or pupil permission if age 18 or older)
c. Recent psychological
d. Educational assessment
e. Medical statement

When appropriate, the following reports are to be included:

a. Occupational and physical therapy reports
b. Medical statements identifying specific disabilities
   Current medications
   Health problems
   Visual impairments and recommended adaptations
   Hearing impairments and recommended adaptations.
c. Language assessment
d. Speech assessment

At the end of each school year each school is to submit a number count of students to be assessed the following year as ninth graders. This information will be used by the Vocational Evaluator to establish a yearly testing schedule.

2. Scheduling

The assessment schedule is given to each school one month prior to assessment. At this time necessary revisions in number counts are to be made. In the event that the pupil is absent on the day of the scheduled evaluation, the home school is to adjust its assessment schedule to accommodate him/her within the time allotted to that school.

3. Transportation

All students will be transported by school buses from the referring school to the Assessment Center. The home school has the responsibility for insuring that all appropriate students are on the buses at the appointed time.

4. Evaluation Period

Based upon student needs, the Vocational Evaluator will determine the time needed for evaluation and based upon referred information and screening assessment, an individualized evaluation plan will be devised for each student.

5. Reports

A final report shall be submitted to the referring school and other specified offices within twenty days of the completion of the evaluation. It is the responsibility of the local school to review the results of the evaluation with the pupil and the parent. The Internal Steering Committee will make recommendations to the Admissions and Release Committee for the development of goals and objectives to be included in the Individual Education Plan.

6. Disciplinary Action

Inappropriate behavior will be reported to the referring school. School system policies for discipline and truancy will be followed.

7. Security

The Vocational Assessment Center will be locked when not in use and when no staff members are present.

8. Equipment/Materials

No tools, equipment and/or materials may be taken from the Center without the permission of the evaluator. Designated assessment components may be borrowed by approved staff members of individual schools.

V. STUDENT ORIENTATION

1. Referring School

a. Role of Vocational Assessment in School Program Determination

The referring school will be responsible for providing information to the student about the relationship of the vocational assessment to course selections, to The Individualized Education plan and to later employment possibilities. All students must be so informed prior to their starting the vocational evaluation.

b. Attendance

The referring school shall make the student and his/her parents aware of the necessity for good attendance during the evaluation process.

c. Discipline

The referring school shall make the student aware of the need for appropriate behavior during transportation to and from and while at the Center. Should a student need disciplinary action, the procedure discussed in IV-6 will be followed.

2. Vocational Assessment Center

a. Facilities

All incoming students shall be given a tour of the Center and all necessary related facilities. Off-limit areas will be defined clearly.

b. Safety-Accidents

All students shall be instructed in the proper use of all equipment and tools. Should any accidents occur, they are to be reported on the forms available at the host-school office, following the time frame and reporting procedures of that school.

c. Fire/Disaster

The staff and students of the Center will participate in all fire/disaster drills conducted by the host school. All incoming students shall be instructed on exit routes and procedures for these drills and emergencies.

d. Rest Breaks

All students shall be informed of rest break guidelines.

e. Hall Passes

Hall passes will be given according to the guidelines of the host school.

f. Early Dismissal

Should early dismissal be necessary for a student, host school policies shall be followed. The referring school shall be the authority in granting permission for this dismissal.

VI. FORMS

1. Student Achievement Summary Form
2. Due Process Forms
   a. EC/IEP-3 Parental Approval for Individual Assessments
   b. Prior Notice
3. Parent Letter
4. Transportation Permission
5. Screening Assessment
   a. WRIOT
   b. COATS
6. Vocational Referral and Screening Master Work Sheet

THE FAYETTE COUNTY IN-SCHOOL VOCATIONAL ASSESSMENT RATIONALE

Introduction

Placing the handicapped in jobs for which they have little interest, jobs for which they have not been adequately prepared, or jobs far below their capacity serves neither the handicapped nor the employer. Such situations, although all too prevalent, need not exist. Appropriate vocational placement is possible.

In academic programming for the handicapped, appropriate placement is the guiding principle. It is equally important in planning for vocational training and placement. Just as educators develop educational plans to permit maximum development of the academic potential of handicapped student, they must also develop plans that will provide for maximum vocational development. Public Law 94-142 mandates that the Individualized Education Plans (IEP's) of handicapped students have a basis in assessment. Vocational planning must also have this foundation.

Efforts toward appropriate placement must begin early in the school years. The handicapped often lack experiences that provide essential practice in the many skills required for low-skill, semi-skilled, or high-skilled jobs. For some, performance in manual and finger dexterity, in eye-hand coordination and in workrate, for instance, are not that of their nonhandicapped counterparts. For others, years of frustration in academic development have resulted in poor self concepts that interfere with motivation to learn essential skills in mathematics and reading. An early realization of vocational potential will permit these young people to have a different view of themselves. It will also help them to see the relationship between school activities and the job(s) they wish to pursue as adults. Vocational potential can be measured through an individualized, comprehensive, work evaluation system.

It is critical that a vocational assessment be administered early enough for handicapped students to be prepared for appropriate jobs. Given sufficient time to overcome discrepancies between their performance and the requirements of their preferred and appropriate jobs, most of these youth will reach their vocational goal(s). They then will be able to enter occupations for which they are qualified. As a result, many more of them will be independent, contributing members of society. Just as important, in appropriate jobs they will function as well, or better, than, their nonhandicapped counterparts. In appropriate jobs, they cannot be viewed as handicapped.

A vocational assessment also is recommended when considering the placement of a handicapped student into vocational education and other training courses. Indiscriminate placement of these individuals into programs for which they are destined to meet failure is not helpful. It only compounds their poor self concept and sense of frustration. To find those among them who could be successful in a specific vocational educational education course, and then to prepare them to enter that course would be a much better procedure.

Fayette County In-School Vocational Assessment Rationale
Introduction
Page 2

For pupils to receive the benefits of the vocational assessment, the assessment reports must be used in the classroom. It is the instructional program flowing from an IEP that makes it possible for a handicapped student to reach his/her maximum vocational development. The vocational evaluation reveals the strengths and deficits of the individual students with respect to appropriate jobs, information that is essential to the development of a meaningful comprehensive, secondary-school IEP; therefore it needs to be included. Correcting these deficiencies will enable the handicapped to reach a higher level of job satisfaction and to attain a higher level of employment. They no longer will be screened out of good jobs as they were under former haphazard and subjective vocational practices.

INSTRUCTIONS FOR FORMS

In the interest of time and efficiency, it is recommended that your school based consultant begin checking these requirements at the beginning of the year. At least six days prior to testing the following forms must be completed for each pupil.

Due Process Forms

1. EC/IEP-3 - The new form which includes the "vocational evaluation" must be signed by the parents. Check marks need to be placed by "vocational" and by "I do give my consent" as illustrated below and on the sample EC/IEP-3 enclosed.

   _____ 8. Vocational
   _____ I do give my consent _____
   Parent's Signature

2. Prior Notice - If the proper EC/IEP-3 has been signed more than a school year prior to vocational testing, a Prior Notice must be sent home at least two weeks prior to vocational testing. In Section I of this form write "VOCATIONAL ASSESSMENT", include a square to be checked following the illustration below and the sample Prior Notice enclosed.

   ☐ POSSIBLE CHANGE IN PLACEMENT ☐ VOCATIONAL ASSESSMENT

3. Letter to Parents - This should accompany either the EC/IEP-3 or the Prior Notice sent home to the parents.

Vocational Assessment Center Forms

1. Referral and Screening Master Work Sheet
   A. Columns 1 and 2 (student name and disability) should be completed and a photo-copy returned to the Vocational Assessment Center.

   B. The original should be used as a teacher check list regarding completion of the noted forms for each student.

2. Student Achievement Summary Form - Complete all portions. Copies of LIIPS, MIIPS, SIMS, etc. may be substituted for the academically related portions.

3. Vocational Screening Assessment Answer Forms

   A. WRIOT answer sheet - refer to specific administration instructions on following page.

   B. COATS answer sheet - refer to specific administration instructions on following page.

4. Vocational Assessment Permission To Transport Form - Have parents sign. Keep on file in the student's school.

Those forms not a part of the Fayette County due process procedures will be furnished by the Vocational Assessment Center. In addition, approximately one week prior to testing the Vocational Assessment Center will send a memo that will include the assessment schedule for your school.

D-15
Handout 4-1
LC/IEP-3

FAYETTE COUNTY PUBLIC SCHOOLS
Lexington, Kentucky
PARENTAL APPROVAL FOR INDIVIDUAL EVALUATIONS

Date_____

Dear_____;

In a prior communication (personal interview or mail) you have been informed of the school's concern for your child's educational progress and the need to gather further information so that the best possible program can be planned. Kentucky Administrative Regulations require that you approve of any testing or other evaluation of your child.

It is required that the parent, guardian, or pupil 18 years of age or older be informed of their right to deny permission for the administration of any individual evaluations of their child. If such permission is denied, it is the right of the local school district to request a hearing to present its reasons for the evaluation and to try to obtain approval of the Hearing Officer to conduct the requested evaluation. You are also advised of your right, as a parent, guardian, or pupil 18 years of age or older to review all school records pertaining to your child. If you wish to have legal counsel represent you and you are unable to afford an attorney, you may contact the Fayette County Legal Aid, Inc., 317 West Short Street. Please sign as indicated below. Your cooperation is appreciated.

_____
Chairperson, Admissions and Release Committee

_____ _____
School Telephone

This is to indicate that I have been informed and counseled regarding the referral of my child,

_____, _____ for individual testing by personnel
(Name of Pupil) (Birthdate)

of the Fayette County School district and other personnel under contract with the Fayette County Board of Education to provide services listed below that are needed. Approval is given to the evaluator for review and/or copies of all relevant data as deemed necessary in the referral process. I have also received my copy of the Statement of Parent's Rights and my copy of the general description of assessment procedures. My rights have been explained to me orally and I understand the statements outlined above.

EVALUATIONS/ASSESSMENTS may include some of the following as deemed necessary: Individual Psychological Evaluation, Educational Assessment, Behavioral Observation, Physical Therapy, Occupational Therapy, Adaptive Physical Education, Speech/Hearing/Language, Audiological, Vision, Physical, Neurological, and Vocational.

This must be checked

___ I do give my consent _____ _____
Parent's Signature Pupil's Signature, if 18 years of age or older

This must be signed

___ I do not give my consent _____ _____
Parent's Signature Pupil's Signature, if 18 years of age or older

_____
Date

White and Pink Copy: Special Pupil Services
Blue Copy: Parent
Yellow Copy: School

BEST COPY AVAILABLE

Handout 4-2

FAYETTE COUNTY PUBLIC SCHOOLS
701 East Main Street
Lexington, Kentucky 40502

P R I O R N O T I C E

CHILD'S NAME _____ BIRTHDATE _____ DATE _____ SCHOOL _____

Dear _____,

This notice is provided to you regarding re-evaluation, proposed change in placement or refusal to evaluate or place. Please note the section that is checked.

In a prior Admissions and Release Committee, you authorized school personnel and other personnel under contract to the Fayette County Board of Education to administer individual evaluations to your child. State and federal regulations require that your approval be given prior to initial evaluation for placement and that you be notified prior to any re-evaluation, change in placement or local agency refusal to evaluate or place your child. Also, you have the right to secure an independent evaluation if you disagree with our evaluations. However, you must notify us by using the form which is available from your principal prior to securing an independent evaluation.

Your rights as a parent are explained on the attached sheet entitled "Statement of Parent's Rights". If you desire a more detailed explanation, please contact the principal of your child's school. Any evaluations administered are described on the attached sheet entitled "General Description of Assessment Procedures". A more detailed description of assessments is available from the principal of your child's school upon request.

___ I. Evaluation

In our continuing efforts to provide quality education programs for your child it will be necessary to administer one or more evaluation(s). Results will be reviewed with you during the Annual Review of Placement or provided to you upon request.

___ *THREE YEAR EVALUATION*
___ *Psychological*
___ *Educational Assessment*

___ *INDIVIDUAL EDUCATION PLAN (IEP) UPDATE*
___ *POSSIBLE CHANGE IN PLACEMENT*
___ *VOCATIONAL ASSESSMENT* → This must be checked
___ *SPEECH/LANGUAGE/HEARING SCREENING*

___ *II.* Proposed Change in Placement

It is proposed that your child be considered for a possible change in placement.

Suggested options to be considered by the Admissions and Release Committee of which you are a member:

From: _____

To: _____

Supportive data for change _____

_____

Alternatives/Why not appropriate _____

_____

We would like to discuss these items with you on _____ *Date* _____ *Time*

at _____ *Place*. *If you cannot meet at this time, please notify us.*

___ III. Refusal to Evaluate or Place

Appropriate staff members have reviewed your child's records and feel that it is not necessary to ___ *evaluate your child for special education*

___ *place your child in special education.*

Supportive Data for Request _____

_____

Alternatives/Why not appropriate _____

_____

We would like to discuss these items with you on _____ *Date* _____ *Time*

_____. *If you cannot meet at this time, please notify us.*

_____
Principal/Chairperson/School

WHITE COPY: Special Pupil Services
BLUE COPY: Parent (2 attachments)
YELLOW COPY: School

BEST COPY AVAILABLE

Fayette County Public Schools
701 East Main Street
Lexington, Kentucky 40502
Telephone 606-259-1411

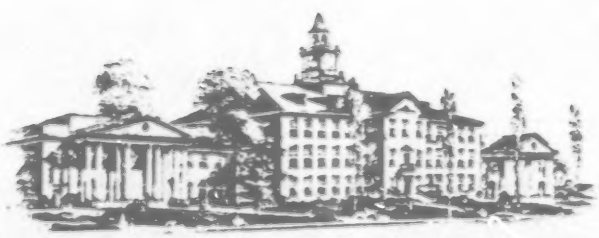
Dear Parents:

The Department of Special Pupil Services is pleased to announce that vocational evaluations are now available to assist our ninth grade students in planning for future jobs. By learning about their vocational interests and talents, students will be able to choose the jobs and training programs in which they would be most likely to succeed. These vocational decisions will make it possible for them to select the instructional objectives and school courses that would be most beneficial to them, making the Individual Education Plan one that would help them to reach their vocational goal(s). A wide variety of vocational assessments are available for these purposes. Please see the attached listing.

Most of these assessments will be conducted at the local school. Generally one day's assessment at the Fayette County Vocational Assessment Center, located at Bryan Station Senior High School also is needed. Students coming from other campuses will be transported to and from the Vocational Assessment Center by school bus.

Your cooperation in helping the schools prepare your child for the jobs in which he/she is likely to be both satisfied and successful is appreciated.

Sincerely,



VOCATIONAL REFERRAL AND SCREENING MASTER WORK SHEET
INSTRUCTIONS FOR ASSESSMENT CONTACT PERSON

Introduction

This form was designed to assist you and the Assessment Center staff in the various activities and forms involved in the assessment process. It will make possible a monitoring system for the activities that have been completed and forwarded to the appropriate locations. It provides the Assessment Center initial information on the approximate referrals from each school for scheduling purposes and prevents the scheduling delays and disruptions caused by incomplete information and/or lack of receipt of this information at the Center. Long term planning often is needed at the Center to insure that adequate adaptations, resource teachers, support systems for personal needs and lunch needs have been arranged for the individual student. This organization form should make the entire organizational process much easier for all involved.

1. At the beginning of the school year complete the "Student Names" and "Disability" columns for all students you are expecting to refer for vocational assessment. Send a copy of this information to the Assessment Center and retain the original.

2. For each student as you complete an activity, check it on your work sheet and disperse as follows:
   A. Send the Due Process Form and Transportation Permission to the student's school file.
   B. Send the Student Achievement Summary Forms, Medical information and COATS and WRIOT answer sheets to the Assessment Center.

3. Two weeks prior to the beginning of testing by the Assessment Center staff, check to be sure that all columns have been completed for each student, any new students have been added, dropouts or transferred students are noted, etc. and send a copy of your work sheet to the Assessment Center.

VOCATIONAL REFERRAL AND SCREENING MASTER WORK SHEET

SCHOOL _____ DATE _____

(Alphabetical Order) Student Names	Referral Completions							Answer Sheets		Lunch		
	Disability	Due Process Forms	Transportation Permission	Letters to Parents	Student Achievement Summary Form	Medical Information	Student Orientation	COATS	WRIOT	Free	Reduced	Pay

STUDENT ACHIEVEMENT SUMMARY FORM
(To accompany all referrals to the Vocational Assessment Center)

Student's Name _____ Disability _____
School _____ Data Form Completed _____
Referring Teacher _____

I. VOCATIONAL INTERESTS

A. Cluster(s)	Occupational Group(s)	Occupations	Interest Level: Firm	Interest Level: Expressed

B. Undecided ☐

II. MATHEMATICS

	GRADE LEVEL: MASTERY	GRADE LEVEL: IN PROGRESS
A. Addition		
B. Subtraction		
C. Multiplication		
D. Division		
E. Addition of fractions		
F. Subtraction of fractions		
G. Multiplication of fractions		
H. Division of fractions		
I. Decimals		
J. Percents		
K. Word Problems		
L. Time		
M. Money		
N. Measurement		
Linear:		
Volume:		
Weight:		
O. Calendar		
P. Schedules		

III. LANGUAGE ARTS

	GRADE LEVEL	
	MASTERY	IN PROGRESS
Writing		
Printing		
Cursive		
Capitalization		
Punctuation		
Grammar		
Envelopes		
Letters (Correspondence)		
Spelling		
Oral Reading		
Reading Comprehension		

	AUDITORY		VISUAL	
Word Recognition	YES	NO	YES	NO
Warning/Safety Signs				
Information Signs				
Number Words				

	YES	NO
Graphic Representations		
Graphs		
Forms		

IV. PROBLEM SOLVING ABILITY (COMMENTS) _____

V. ACADEMIC WORK RATE (COMMENTS) _____

VI. LEARNING STYLE(S) _____

VII. ADDITIONAL INFORMATION NEEDED FOR DEVELOPMENT OF ASSESSMENT PLAN

Attachments

Yes No

☐ ☐ 1. Medical: (Including heart disorders, allergies, asthma, epilepsy, speech and hearing) (Include medications and dosage) In cases of physical handicaps, medical reports need to be attached. (See EC/IEP No. 7)

☐ ☐ 2. Psychological: All current psychological assessments

☐ ☐ 3 Work History: (Attach a summary if yes is checked).

☐ ☐ 4. Pertinent social history (social, family): Enclose copy of social history made for special education placement, if any.

Attachments
Yes No

☐ ☐ 5. Language Assessment: In cases of language impairment, send language assessment reports.

VIII. LEFT/RIGHT KNOWLEDGE

Spontaneous: Yes ☐ No ☐

Hesitating: Yes ☐ No ☐

No Discrimination: Yes ☐ No ☐

IX. SUMMARY OF HOME SCHOOL OBSERVATIONS

	Comments
A. Absentee record: If more than 1 day/month, record days missed along with pertinent comments.	
B. Punctuality record: If tardy more than three times/week, record tardiness record and comments.	
C. School activity participation	
D. Specific family responsibilities	
E. Independent work habits at school	
F. Specific positive behaviors	
G. Specific negative behaviors	

X. SUMMARY OF WORK HISTORY _____

XI. DOES STUDENT USE SPECIAL AIDS? (Include prosthetic devices, adaptations for computers, visual aids, such as Brailler, VISUAL-TEK, etc.) List: _____

XII. OTHER COMMENTS (use back if needed): _____

VOCATIONAL ASSESSMENT PERMISSION TO TRANSPORT FORM

Permission is granted for _____, _____
(Name of Student) (Birthdate)

to receive a vocational assessment. I understand that bus transportation from the school that my child attends to Bryan Station Senior High School may be necessary and will be provided when necessary.

_____ _____
(Parent's Signature) (Date)

VOCATIONAL ASSESSMENT PERMISSION TO TRANSPORT FORM

Permission is granted for _____, _____
(Name of Student) (Birthdate)

to receive a vocational assessment. I understand that bus transportation from the school that my child attends to Bryan Station Senior High School may be necessary and will be provided when necessary.

_____ _____
(Parent's Signature) (Date)

READINESS ACTIVITIES FOR TESTING

PRE-TESTING AT SCHOOLS

Portions of the TAP and SAGE assessments are given in the schools to save time and extra transportation of the students. To increase the validity of this testing we need the teachers to:

1. Reserve testing room.
   a. The room should contain table space for 3 students
   b. Be a setting away from students and staff
   c. Allow for 2 evaluators to squeeze in with equipment

2. Establish a schedule for testing 3 students every 2 hours - (9 students per day)

TESTING AT THE VOCATIONAL ASSESSMENT CENTER (BRYAN STATION SENIOR)

Students will be tested in groups of 3. Generally, each group of 3 will receive one day's assessment at the Vocational Assessment Center

1. The Vocational Assessment Center arranges the bus schedule and will notify the school regarding times and bus numbers.

2. The head teacher should notify the Vocational Assessment Center regarding test day assignments. If a student is absent notify the Vocational Assessment Center prior to the students arriving at the Vocational Assessment Center. Substitutions are allowable.

3. Prior to testing of students at the Vocational Assessment Center, submit a lunch list of free and reduced lunch students complete with your principle's signature.

4. Students are totally supervised at the Vocational Assessment Center with the exception of trips to the restroom.

5. Use discretion in sending students who are under chemical influence in the mornings. Testing tends not to be valid in such cases.

INSTRUCTIONAL PACKET 2

SCREENING ASSESSMENT

SCREENING ASSESSMENT TRAINING MANUAL

Purpose

The purpose of this series is to train special education teachers in the administration of the vocational screening assessment. The instructional objectives are:

1. To provide trainees with a rationale for group vocational assessments in a school setting.

2. To acquaint the trainees with the WRIOT (Wide Range Interest Opinion Test) and the COATS (Comprehensive Occupational Assessment and Training System) Employability Attitudes Job Keeping.

3. To introduce the trainees to the administration of the WRIOT and COATS.

4. To introduce trainees to the relationship of these assessments to curriculum planning and to the development of the Individualized Education Plan.

Training Packet 1 - The Wide Range Interest Opinion Test

Purpose

To provide the trainee with an overview of the WRIOT as an assessment to identify vocational interest areas and related vocational attitudes.

Objectives

1. To introduce the WRIOT procedures in determining an individual student's levels of interests in the occupational clusters.

2. To identify and define the 18 occupational clusters and 8 related attitude areas.

3. To introduce WRIOT test results as a tool for further career exploration.

4. To introduce appropriate resources for further career exploration in high areas of interest identified by the WRIOT.

Handouts

1. WRIOT Introduction
2. WRIOT Answer Sheets
3. Assessment activity pictures. Example 1
4. WRIOT Pictured Activities
5. WRIOT Administration Checklist
6. WRIOT report form: Profile for WRIOT A - C
7. Vocational Evaluation Report
8. Laminated pages of the 18 occupational clusters included in the WRIOT
9. Career Exploration Resource List

MATERIALS AND EQUIPMENT

Items to be furnished by the Vocational Assessment Center

Materials

WRIOT Answer Sheets
COATS computerized answer sheets
WRIOT slides
WRIOT paper copy - listing each job activity pictured on tape
4 COATS audio-visual tapes

Equipment

Overhead projector
LaBelle projector

Items to be furnished by the school

Materials

#2 lead pencil for each student

Equipment

Slide projector and screen

PRESENTATION OUTLINE

TOPIC 1

Introduction to the WRIOT and its relevancy to a vocational program for the handicapped

Materials:
WRIOT Introduction

Procedure

1. Refer to WRIOT Introduction.
2. Discuss the purpose of interest assessments.
3. Discuss the reasoning behind the value of a pictoral assessment for use with the handicapped.
4. Discuss the implications of WRIOT results.

TOPIC 2

Administration of the WRIOT

Materials:
WRIOT Answer Sheet
#2 lead pencil
WRIOT slides
WRIOT Administration Checklist
WRIOT Pictured Activities
Equipment:
Slide projector and screen

Procedure

1. Refer to WRIOT Answer Sheet.
2. Have trainees complete general information at the top of the answer sheet.
3. Refer to Assessment Activity Picture Example 1.
4. Demonstrate the marking of the answer sheet.
5. Have trainees mark their answers for the example grouping.
6. Refer to WRIOT Pictured Activities.
7. Present five groupings from the WRIOT slides.

TOPIC 3

Occupational clusters and attitudes included in the WRIOT

Materials:
WRIOT report form transparency blank
WRIOT report form transparency completed
Overhead projector
Profile for WRIOT A - C

Procedures

1. Refer to Profile for WRIOT A.
2. Present transparency of a blank WRIOT report form.
3. Identify location of occupational clusters and attitudes toward working conditions.
4. Review and define the 18 occupational clusters and 8 related attitudes areas.
5. Demonstrate graphing of interest levels.
6. Locate "Descriptions" of clusters on report form.
7. Refer to Profile for WRIOT B,C.
8. Present transparency of a completed report form.

TOPIC 4

Interest assessment results within the Vocational Evaluation Report

Materials
Current Vocational Evaluation Report transparency
Future Vocational Evaluation Report transparency
Current Vocational Evaluation Report
Laminated occupational clusters

Procedures

1. Refer to the current Vocational Evaluation Report
2. Present transparencies of current evaluation report and future computerized report.
3. Discuss inter-relationships of clusters, attitudes and levels of interest.
4. Refer to the laminated occupational clusters.
5. Using the laminated occupational listing cards have trainees designate appropriate jobs as implicated by the WRIOT results.

TOPIC 5

Use of test results in career exploration

Materials:
Current Vocational Evaluation Report
Career Exploration Resource List
Career exploration materials

Procedures

1. Refer to current Vocational Evaluation Report.
2. Discuss the selection of occupations for further exploration.
3. Refer to the Career Exploration Resource List.
4. Discuss the use of the career exploration resources.
5. Refer to the career exploration materials.
6. Have trainees find selected occupations in each of the material on hand.

WRIOT*

Introduction

A primary consideration in any vocational development program is the individual's level of interests in various occupational clusters and job activities. Without a high interest in one's vocational pursuit, motivation is likely to be minimal and consequently, skills probably will not be developed to their fullest potential. An assessment of interests is a critical step in determining appropriate jobs for an individual to consider.

WRIOT is a pictoral interest inventory that assesses a student's vocational interests. Because of its pictoral presentation, it has no reading requirements. It therefore is adaptable to a broader range of handicapped students than most interest assessments.

The interest assessment is the starting point of the entire vocational assessment. It narrows considerably the field of jobs for an individual student. Hands-on screening assessments, and then more involved work sample evaluation, may then be used to confirm a student's potential for success in the career areas of most interest. These additional assessments also help to confirm interests.

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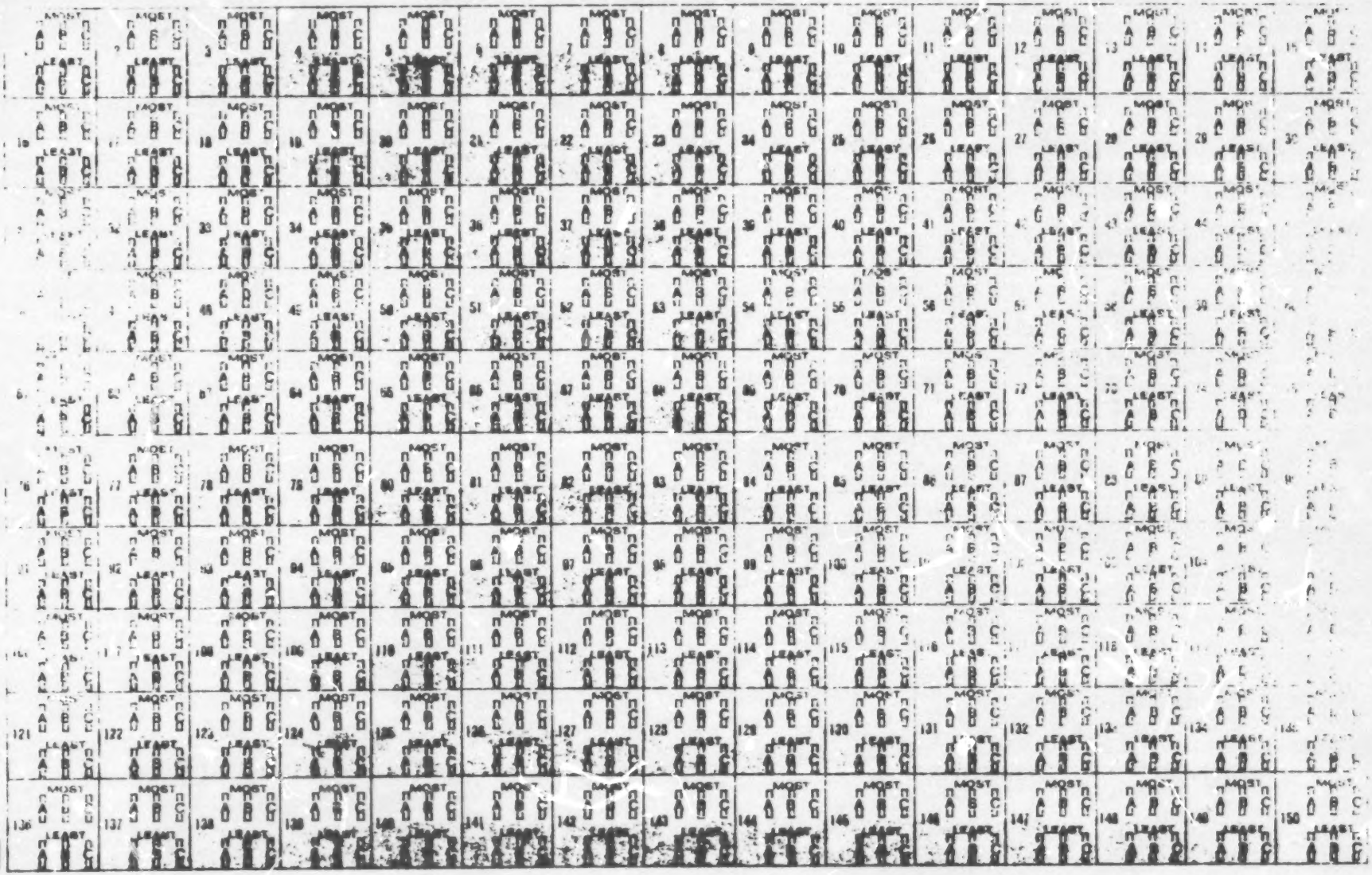
Always look at all three pictures before you decide which you like and which you don't like. Be sure to check the picture and block numbers to be sure they are the same as you mark your answer with a #2 pencil. Go across the page, not down. **YOU MUST HAVE TWO ANSWERS IN EACH BLOCK: ONE MOST, ONE LEAST.**

GO ACROSS PAGE



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Assessment Activity Picture Example I

150

150

A B C

WRIOT Pictured Activities

Picture titles may be read to the blind or to persons with unusual problems of concentration.

1. A. wash dishes
   B. harvest carrots
   C. prepare food

2. A. upholster chair
   B. caddy on golf course
   C. sell appliances

3. A. peel potatoes
   B. listen to records
   C. do physical therapy

4. A. play the xylophone
   B. tend navy ship engines
   C. drive a bus

5. A. go canoeing
   B. do plumber's work
   C. broadcast the news

6. A. clean fish
   B. wrestle on mat
   C. put up steel girders

7. A. play ping-pong
   B. slice cucumbers
   C. pick and pack fruits

8. A. drive a taxi
   B. study butterflies
   C. play the organ

9. A. cut down trees
   B. treat child medically
   C. march in military parade

10. A. collect trash
    B. porter in hotel
    C. polish floors

11. A. sell dresses
    B. file papers
    C. camp out

12. A. deliver newspaper bundles
    B. wash windows
    C. operate elevator

13. A. feed fish in hatchery
    B. tend dry cleaning store
    C. cut hair, massage scalp

14. A. graduate from college
    B. teach chemistry
    C. read a magazine

15. A. clean carpets
    B. read water, gas meters
    C. direct TV films

16. A. perform gymnastics
    B. analyze sales graph
    C. serve as altar person

17. A. appear as stage comedian
    B. bake pastry
    C. cook food for canning

18. A. inspect transformers
    B. hunt ducks
    C. survey land

19. A. weigh boxes
    B. change tires
    C. plow fields

20. A. tend textile spinner
    B. explain sales graph
    C. repair telephone lines

21. A. serve food in restaurant
    B. work in nursery
    C. clean, wax table

22. A. do physics research
    B. sell real estate
    C. operate printing press

23. A. tan hides
    B. make jewelry
    C. make molds in factory

24. A. sell at auction
    B. sail on warship
    C. signal trains with light

25. A. brew and serve coffee
    B. spray paint
    C. drum in band

26. A. study microbes
    B. check dental hygiene
    C. massage person's back

27. A. teach industrial arts
    B. plaster walls
    C. draw weather maps

28. A. compose music
    B. pole vault
    C. map land areas

29. A. dust room
    B. work as ship steward, stewardess
    C. teach baby feeding

30. A. trim display windows
    B. play golf
    C. collect bridge tolls

31. A. play the trombone
    B. assemble machines
    C. examine sea coral

32. A. massage person's back
    B. counsel on employment
    C. repair appliances

33. A. conduct orchestra
    B. do portrait photography
    C. regulate machines

34. A. watch TV
    B. can foods by assembly
    C. draw flower designs

35. A. move furniture
    B. blow glass
    C. sell carpets

36. A. make up actors' faces
    B. babysit
    C. tend cloakroom

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WRIOT administration Procedures

Students receive one answer sheet each.

Students mark their answers with a #2 lead pencil.

Students or teachers complete information requested at top of page (NAME, GRADE, ETC.).

Teachers show WRIOT tape/slides.

Students mark answers as "Most Favorite" or "Least Favorite" for each frame.

Teachers check each frame to assure that one task is not both the most favorite and the least favorite of the student.

Teachers return completed answer sheets to the Vocational Assessment Center for scoring.

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JASTAK ASSESSMENT SYSTEMS

"A"

PROFILE FOR WRIOT
WIDE RANGE INTEREST-OPINION TEST

JOSEPH F. JASTAK, Ph.D. — SARAH JASTAK, Ph.D.

NAME _____ AGE ____ SEX ____ DATE _____ EXAMINER _____

SCORE RAW	SCORE T	CLUSTER	VERY LOW	LOW	BELOW AVG.	AVERAGE 50		ABOVE AVG.	HIGH	VERY HIGH	DESCRIPTION (Scores and Graph explained on back)
			20-31	32-37	38-43	44-49	51-56	57-62	63-68	69-80	
		A ART									is skilled in arts and crafts
		B LITERATURE									reads, writes, communicates by word
		C MUSIC									plays, composes, and enjoys music
		D DRAMA									goes to stage plays; acts out own feelings
		E SALES									gets people to buy things and ideas
		F MANAGEMENT									directs the work of others
		G OFFICE WORK									types, files, does paper work
		H PERSONAL SERVICE									caters to individual needs and comforts
		I PROTECTIVE SERVICE									safeguards people, property, country
		J SOCIAL SERVICE									works in education, health, employment
		K SOCIAL SCIENCE									studies the actions of people and groups
		L BIOLOGICAL SCIENCE									studies the bodies of living things
		M PHYSICAL SCIENCE									studies the motion of bodies in space-time
		N NUMBER									works with numbers; knows algebra; computes
		O MECHANICS									designs, builds, and maintains machines
		P MACHINE OPERATION									operates machines, processes materials
		Q OUTDOOR									works on farm, in forest, in garden, at sea
		R ATHLETICS	-3	-1	-1			+1	+2	+3	takes part in group or individual sports
		S SEDENTARINESS									sits mainly in one place on the job
		T RISK									takes on dangerous and risky jobs
		U AMBITION									wants to improve self, income, status
		V CHOSEN SKILL LEVEL									works at chosen level of difficulty
		W SEX STEREOTYPE									prefers work formerly done by persons of own sex
		X AGREEMENT									likes/dislikes pictures most people like/dislike
		y NEGATIVE BIAS									motivated by dislikes
		Z POSITIVE BIAS									motivated by likes

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JASTAK ASSESSMENT SYSTEMS "B"

PROFILE FOR WRIOT

WIDE RANGE INTEREST-OPINION TEST

JOSEPH F. JASTAK, Ph.D. — SARAH JASTAK, Ph.D.

NAME ____ AGE 15 SEX M DATE 10/20/83 EXAMINER Zaslow

SCORE RAW	SCORE T		CLUSTER	VERY LOW 20-31	LOW 32-37	BELOW AVG. 38-43	AVERAGE 44-49	AVERAGE 50	51-56	ABOVE AVG. 57-62	HIGH 63-68	VERY HIGH 69-80	DESCRIPTION (Scores and Graph explained on back)
4	32	A	ART										is skilled in arts and crafts
5	37	B	LITERATURE										reads, writes, communicates by word
2	33	C	MUSIC										plays, composes, and enjoys music
4	34	D	DRAMA										goes to stage plays, acts out own feelings
3	31	E	SALES										gets people to buy things and ideas
16	51	F	MANAGEMENT										directs the work of others
12	52	G	OFFICE WORK										types, files, does paper work
8	48	H	PERSONAL SERVICE										caters to individual needs and comforts
14	66	I	PROTECTIVE SERVICE										safeguards people, property, country
8	44	J	SOCIAL SERVICE										works in education, health, employment
10	52	K	SOCIAL SCIENCE										studies the actions of people and groups
15	58	L	BIOLOGICAL SCIENCE										studies the bodies of living things
13	52	M	PHYSICAL SCIENCE										studies the motion of bodies in space-time
6	34	N	NUMBER										works with numbers; knows algebra; computes
23	73	O	MECHANICS										designs, builds, and maintains machines
19	68	P	MACHINE OPERATION										operates machines, processes materials
13	55	Q	OUTDOOR										works on farm, in forest, in garden, at sea
15	54	R	ATHLETICS										takes part in group or individual sports
3	29	S	SEDENTARINESS										sits mainly in one place on the job
18	61	T	RISK										takes on dangerous and risky jobs
5	29	U	AMBITION										wants to improve self; income, status
10	41	V	CHOSEN SKILL LEVEL										works at chosen level of difficulty
27	65	W	SEX STEREOTYPE										prefers work formerly done by persons of own sex
20	48	X	AGREEMENT										likes/dislikes pictures most people like/dislike
19	80	Y	NEGATIVE BIAS										motivated by dislikes
11	60	Z	POSITIVE BIAS										motivated by likes

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JASTAK ASSESSMENT SYSTEMS

"C"

PROFILE FOR WRIOT

WIDE RANGE INTEREST-OPINION TEST

JOSEPH F. JASTAK, Ph.D. — SARAH JASTAK, Ph.D.

NAME _____ AGE 14 SEX M DATE 10/20/83 EXAMINER Keestown

SCORE RAW	SCORE T		CLUSTER	VERY LOW 20-31	LOW 32-37	BELOW AVG. 38-43	AVERAGE 50 44-49	AVERAGE 50 51-56	ABOVE AVG. 57-62	HIGH 63-68	VERY HIGH 69-80	DESCRIPTION (Scores and Graph explained on back)
10	49	A	ART									is skilled in arts and crafts
6	40	B	LITERATURE									reads, writes, communicates by word
6	43	C	MUSIC									plays, composes, and enjoys music
9	48	D	DRAMA									goes to stage plays, acts out own feelings
10	50	E	SALES									gets people to buy things and ideas
17	53	F	MANAGEMENT									directs the work of others
8	41	G	OFFICE WORK									types, files, does paper work
6	42	H	PERSONAL SERVICE									caters to individual needs and comforts
8	49	I	PROTECTIVE SERVICE									safeguards people, property, country
4	33	J	SOCIAL SERVICE									works in education, health, employment
7	42	K	SOCIAL SCIENCE									studies the actions of people and groups
12	51	L	BIOLOGICAL SCIENCE									studies the bodies of living things
14	54	M	PHYSICAL SCIENCE									studies the motion of bodies in space-time
10	45	N	NUMBER									works with numbers; knows algebra; computes
16	58	O	MECHANICS									designs, builds, and maintains machines
17	63	P	MACHINE OPERATION									operates machines, processes materials
11	51	Q	OUTDOOR									works on farm, in forest, in garden, at sea
10	44	R	ATHLETICS									takes part in group or individual sports
10	48	S	SEDENTARINESS									sits mainly in one place on the job
14	53	T	RISK									takes on dangerous and risky jobs
13	47	U	AMBITION									wants to improve self, income, status
16	55	V	CHOSEN SKILL LEVEL									works at shown level of difficulty
21	56	W	SEX STEREOTYPE									prefers work formerly done by persons of own sex
30	58	X	AGREEMENT									likes/dislikes pictures most people like/dislike
7	52	Y	NEGATIVE BIAS									motivated by dislikes
3	31	Z	POSITIVE BIAS									motivated by likes

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FAYETTE COUNTY VOCATIONAL ASSESSMENT CENTER
VOCATIONAL EVALUATION REPORT
(Partial Report)

Student's Name: John Doe Age: 15

Referring School: Bryan Station Senior High School Grade: 9th

Present Program Placement: LD

Evaluation Period: 10/20/83 and 2/21/84

Medical and/or Physical Limitations: None

Student's Stated Work Experience: Laid concrete blocks, car wash, delivered ads. mowed lawns

Hobbies: Fishing and jogging

Parent's Occupations: Mother - salesperson-McAlpin's
Father - Perry Lumber-builds crates

EVALUATION RESULTS

Vocational Interests
Test Administered: WRIOT

Highest Interests	Lowest Interests
1. Mechanics	1. Sales
2. Machine Operation	2. Art
3. Protective Service	3. Music

Related Attitude Interests:

Sedentariness	Very Low
Outdoor	Average
Risk	Above Average
Management	Average
Sex Stereotype	High

Student's Stated Vocational Interest: Truck driver -"like to travel a lot"

Physical Abilities
Valpar Developmental Assessment - Dynamic Strength -

Exercise	Capacity
Lifting	100 lbs.
2-Handed Grip	110 lbs.
Palm Press	68 lbs.
Horizontal Push	65 lbs.
Vertical Push	110 lbs.

SAGE Motor Coordination	Level 3*	*Level 1-high, 5-low
SAGE Eye/Hand/Foot Coordination	Level 4	
Valpar Eye/Hand/Foot Coordination	70%tile*	*Seminole Community College Norm

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**************************************************************

      → SCALE CHANGE ←

          0, SKIP ENTRY = NONE,
          1=VERY LOW,       20-37 LOW, V. LOW
          2=POSITIVE,       50-62 AVERAGE-ABOVE AVERAGE
          3=HIGH            63-80 HIGH-VERY HIGH

**************************************************************

R2

4.INTERESTS
A.ART
:#-
B.LITERATURE
:#-
C.MUSIC
"#-
D.MUSIC
:#-
E.SALES
:#-
F.MANAGEMENT
:#-
G.OFFICE WORK
:#-
H.PERSONAL SERVICE
:#-
I.PROTECTIVE SERVICES
:#-
J.SOCIAL SERVICE
:#-
K.SOCIAL SCIENCE     <*SCALE 0..3*>
"#-
L.BIOLOGICAL SCIENCE
:#-
M.PHYSICAL SCIENCE
:#-
N.NUMBERS
:#-
O.MECHANICS
:#-
P.MACHINE OPERATION
:#-
Q.OUTDOORS
:#-
R.ATHLETICS
:#-
S.COLLEGE
:#-
T.RISK
:#-
U.SEDENTARY ACTIVITIES
:#-
```

CAREER EXPLORATION RESOURCE LIST

U.S. Department of Labor. Dictionary of Occupation Titles (Fourth Edition). Washington, D.C.: Government Printing Office, 1977.

The DOT organizes all jobs into categories, divisions and groups. Each job was given a number reflective of this organization. A brief description of each is provided. The job titles also are arranged by industry and in alphabetical order. This resource is an indispensable aide.

U.S. Department of Labor. Guide for Occupational Exploration (GOE), Washington, D.C. Government Printing Office, 1979.

This book arranges occupations into 348 subgroups and they are organized under 12 interest areas. Each of the work groups is described in good detail. A complete list of DOT job titles and numbers is offered for each of the work groups. The book provides a systematic approach to career exploration. It is helpful in identifying jobs that relate to student interest.

Winefordner, D.W. Worker Trait Group Guide. Bloomington, Illinois: McKnight Publishing Company, 1978.

The material in this book has the same organization as that in the Guide for Occupational Exploration (GOE). It was prepared for use in educational settings.

Field, Timothy F. and Janet E. The Classification of Jobs According to Worker Trait Factors. Roswell, Georgia: VDARE Service Cureau Inc., 1980

The COJ provides more complete and specific data on each job appearing in the DOT. It makes possible the matching of student potential to the demands of jobs. The book is especially useful to those conducting vocational assessments of the handicapped.

U.S. Department of Labor. Selected Characteristics of Occupations Defined in the Dictionary of Occupational Titles. Washington, D.C.: Government Pringting Office, 1981.

This book provides additional information about the jobs presented in the DOT. The information on physical demands, environmental conditions and training time is especially useful for persons working to prepare the handicapped for jobs. For instance, all occupations are grouped by physical demands requirements; therefore the light jobs required by many physically handicapped individuals are listed together.

U.S. Department of Labor. Exploring Careers. Washington, D.C.: Government Pringting Office, 1979.

Exploring Careers offers occupational information in 14 job clusters by means of narratives, evaluation question, activities and games. It was designed for use in junior high school.

U. S. Department of Labor. Occupational Outlook Handbook. Washington, D.C.: Government Printing Office, 1983-84 Edition (and Supplements).

This resource describes current employment prospects, wages, working conditions, training and work tasks envolved in several hundred occupations and 35 major industries. Periodically, it is revised.

Vineyard, Ben S. and K. Choosing the Right Career. Bloomington, Illinois: McKnight Publishing Company, 1984.

This book was written especially for the special needs student. It presents a self-analysis of factors relating to career choice, exploration of twelve career-interest areas and a process for selecting a work group to explore in depth.

Training Packet 2 - COATS*: The Employability Attitudes Assessment

Purpose

To provide the trainee with an overview of the COATS Employability Attitudes assessment.

Objectives

1. To understand the purpose for the job keeping attitudes assessment.
2. To be able to use the COATS Employability Attitudes Assessment to determine students' levels of job keeping attitudes.
3. To be able to use properly the LaBelle Projector and audio/visual tapes.
4. To be able to use the Employability Attitudes Student Report Form. To design an instructional program that will correct attitude deficiencies.

Handouts

1. Purpose of COATS
2. COATS Answer Sheet and adapted answer sheet
3. LaBelle projector diagram and operation instructions
4. COATS Student Report Form

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PRESENTATION OUTLINE

TOPIC 1

Providing the trainee with the skills and information needed to administer the COATS Employability Attitudes Job Keeping Attitudes Assessment and to use the results in the instructional program.

Materials:
COATS Overview
COATS Development

Procedure

1. Refer to COATS Overview and COATS Development.
2. Discuss the research and development of COATS Employability Attitudes.
3. Discuss relationship of the assessment to vocational preparation.

TOPIC 2

Administering COATS

Materials:
COATS Answer Sheet
COATS Question/Answer Format Sheet
Video tape of COATS Instructions
COATS Administration Checklist

Procedure

1. Refer to COATS Answer Sheet and COATS Question/Answer Format Sheet
2. Display initial instructions on audio/visual tape
3. Demonstrate test-taking procedures.
4. Refer to COATS Administration Checklist
5. Review the COATS Administration Checklist

TOPIC 3

Using LaBelle Projectors and audio/visual tapes

Materials:
LaBelle Projectors (at least two types)
LaBelle Projector Operating Instruction sheet
COATS Audio/Visual tapes cartridges

Training Packet 2
Topic 3 (continued)

Procedure

1. Refer to LaBelle Projector Operating Instruction Sheet
2. Identify parts on projector
3. Demonstrate operation of the COATS video tape cartridges
4. Discuss and demonstrate potential operation problems and their correction

TOPIC 4

Using the Job Keeping Attitudes Student Report Form

Materials:
Employability Attitudes Report Form
Employability Attitudes Report Form transparency

Procedure

1. Refer to the Employability Attitudes Report Form
2. Display transparency of form and discuss various components

COATS OVERVIEW

Sometimes people experience difficulty keeping a job, even though they may have the necessary skills. All too often, this difficulty is related to an unacceptable attitude. It is well known that over 70 percent of negative job terminations are linked to unacceptable attitude - related behaviors. Therefore, it is important to assess an individual's job keeping attitudes, increasing the individual's awareness of "gaps" between his/her attitudes, and employer expectations. The student then has the motivation to close these gaps, making a follow-up instructional program meaningful. It is critical that remediation of additional deficiencies begin well before job placement, but traditionally students have rejected personal assessment by a teacher. This type of assessment is unique in that student/teacher confrontations are kept to a minimum. Students are much more likely to accept test results of attitudes that are based upon job needs, rather than teacher demands for improvement in behavior.

An attitude development program for the handicapped, like an academic program, must have its foundation in assessment. Our seven years of experience with the COATS Employability Attitudes Assessment have demonstrated the value of this instrument with the major portion of the handicapped in-school population. It does have limitations in its use with high-functioning individuals, however, due to its slow pace.

CARTRIDGE NO. 3

ADVENTURE NO. 8

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
4	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
6	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
8	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
9	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
10	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
11	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
12	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ

ADVENTURE NO. 10

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
4	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
6	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
8	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
9	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
10	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
11	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
12	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
13	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
14	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ

ADVENTURE NO. 11

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
4	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ

ADVENTURE NO. 11 (cont)

5	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
6	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
8	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
9	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
10	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
11	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
12	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
13	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
14	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
15	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
16	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ

CARTRIDGE NO. 4

ADVENTURE NO. 13

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
4	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
6	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
8	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
9	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
10	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
11	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
12	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
13	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
14	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ

ADVENTURE NO. 14

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
4	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
6	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
8	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
9	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
10	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ

ADVENTURE NO. 15

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
4	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
6	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
8	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
9	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
10	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
11	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
12	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ

ADVENTURE NO. 16

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
4	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
6	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
8	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
9	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
10	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ

ADVENTURE NO. 17

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
4	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
6	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
8	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ

ADVENTURE NO. 17 (cont)

9	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
10	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ

INITIALS

A	A	A	A
B	B	B	B
C	C	C	C
D	D	D	D
E	E	E	E
F	F	F	F
G	G	G	G
H	H	H	H
I	I	I	I
J	J	J	J
K	K	K	K
L	L	L	L
M	M	M	M
N	N	N	N
O	O	O	O
P	P	P	P
Q	Q	Q	Q
R	R	R	R
S	S	S	S
T	T	T	T
U	U	U	U
V	V	V	V
W	W	W	W
X	X	X	X
Y	Y	Y	Y
Z	Z	Z	Z

MAKE NO STRAY MARKS ON THIS FORM

16113

CARTRIDGES NO. 5 + 6 ON REVERSE SIDE

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COATS ADAPTED ANSWER SHEET

NAME: ADVENTURE #

1	A	B	C	D	E	F	G
2	A	B	C	D	E	F	G
3	A	B	C	D	E	F	G
4	A	B	C	D	E	F	G
5	A	B	C	D	E	F	G
6	A	B	C	D	E	F	G
7	A	B	C	D	E	F	G
8	A	B	C	D	E	F	G
9	A	B	C	D	E	F	G
10	A	B	C	D	E	F	G
11	A	B	C	D	E	F	G
12	A	B	C	D	E	F	G
13	A	B	C	D	E	F	G
14	A	B	C	D	E	F	G
15	A	B	C	D	E	F	G

COATS Question/Answer Format Sheet

QUESTION 1

(The situation is developed regarding receipt of a paycheck which did not include a pay raise which was expected.) What would you think?

THINK SOMEONE MADE A MISTAKE				THINK I DIDN'T GET A RAISE		
A	B	C	D	E	F	G
I'm so sure I would do this I don't even have to think about it.	I should do this, and probably would.	I should do this, but don't know if I actually would.	I don't know which I would do.	I should do this, but don't know if I actually would.	I should do this, and probably would.	I'm so sure I would do this I don't even have to think about it.

COATS Administration Checklist

Each student should receive 1 set of computer answer sheets

Students should print their names on page 2 on the appropriate line

Students should complete the "INITIALS" grids on pages 2 and 3

Teachers should assure that each student's set of answer sheets stay together. Test number codes must be exactly the same. If pages tear apart during testing they may be paper clipped together.

Students will record answers only on pages 3 and 4. Page 2 with students' names and initials is needed for computer processing. DO NOT PLACE ANY STRAY MARKS ON PAGE 2.

Marked answers should fall within the circles per regular methods of computer sheet marking.

Students unable to accurately mark computer sheets should use adapted answer sheets and have a capable student or aide transfer answers onto computer answer sheets.

Teachers should return completed answer sheets to the Vocational Assessment Center for scoring.

LaBelle Projector Operating Instruction Sheet *

DUO 16

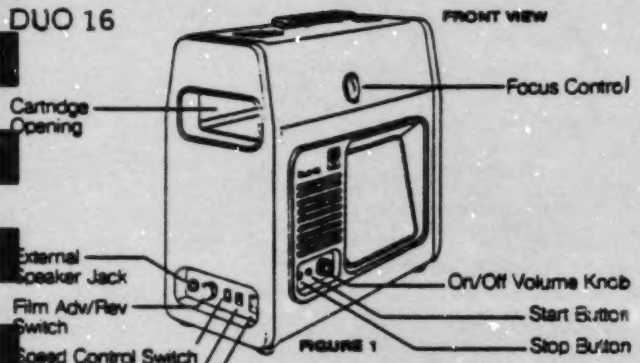


FIGURE 1

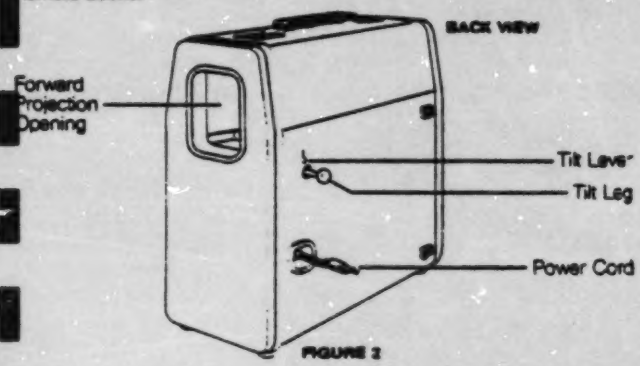
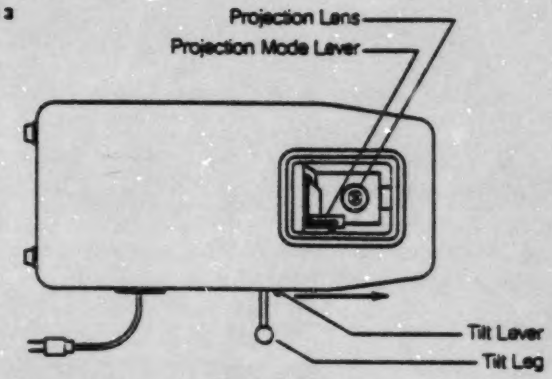


FIGURE 2

FIGURE 3



OPERATING INSTRUCTIONS

Power Cord
Pull out the retractable power cord from the side of the Duo 16 and plug into a 110/125 volt, A.C. electrical outlet.

Installing The Commpak[1] Cartridge
The complete program is contained in a single cartridge. When the Commpak[3] cartridge is held with the label facing up it is in the proper position for insertion. Push the Commpak[3] cartridge in gently, but positively, as far as it will go.

Start The Program
Turn the on-off/volume knob one half turn clockwise. Depress the start push button momentarily and the program will commence. Adjust the volume as desired.

Focusing
The focusing knob can be turned in either direction to obtain the sharpest image on the screen. If no picture appears on the screen, check that the projection mode lever is in the proper position.

Synchronization
The Commpak[3] cartridge is delivered with the film and tape synchronized. If for any reason the picture and sound get out of step, synchronization can be achieved by turning the film advance/reverse knob in the appropriate direction.

Automatic Stop
The cartridge tape can be cued to stop during or at the end of the program by a signal recorded on the signal track. Without this cue, the program will run continuously until the stop button is pressed.

Stop/Discussion
If your Commpak[3] cartridge is programmed with "Automatic Stops" or should you desire to view the visuals with the audio off, move the lamp mode switch to the on position. Use a pencil point or similar object to move the recessed knob. Pressing the stop button will then stop the audio while the visuals remain on the screen.

Forward Projection
Position unit on a level surface so that line of projection will be centered on the screen. Push the projection mode lever inward to remove the mirror from the light path.

Elevation Adjustment
Pushing the tilt lever permits adjustment of the tilt leg for proper viewing angle. Retract the tilt leg after each use.

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EMPLOYABILITY ATTIT

PREP, INC.

BOOKLET # 15011 NAME: ELW

D-53 JOB I

(1) ATTITUDES: DEFINITIONS AND ILLUSTRATIONS	(2) FIRING LEVEL	(3) PROMOTION LEVEL	(4) YOUR LEVEL
PERSONAL FEELING			
14. INTEGRITY – [Fair, loyal, honest, straightforward action] The individual does not lie or steal and keeps promises he or she has made.	4	6	5
15. REACTION TO MISTAKES – [Accepting and learning from mistakes] The individual avoids some mistakes in the future.	3	6	5
16. RATIONALITY – [Sizing up situations and anticipating the outcome of actions] The individual stops and thinks of effects before acting.	3	6	5
17. DISPOSITION – [Displaying pleasant actions and expressions] The individual handles difficulties positively and deals pleasantly with others.	3	6	5
DETAIL ORIENTATION			
18. DEPENDABILITY – [Following or obeying procedures and carrying out responsibilities] The individual follows procedures completely and correctly.	3	6	5
19. TIME CONFORMITY – [Conforming to time schedule established by the employer] The individual reports to work on time and completes work in allotted time.	3	6	5
20. CONCERN WITH DETAILS – [The depth, thoroughness and completeness of work] The individual works accurately, completely and neatly.	3	6	5
21. RESPONSIBILITY – [Being accountable for assigned duties] The individual conducts his/her work in a trustworthy fashion.	3	6	5
22. PERSISTANCE – [Following through with work activity until its completion] The individual completes a task in spite of problems or opposition.	3	6	4
23. ATTENTIVENESS – [Devoting attention to a work activity] The individual does not allow distractions to interfere with ability to complete work.	3	6	5
DATA ORIENTATION			
24. ORGANIZATION – [Organizing and planning a work activity] The individual arranges work activities in a logical sequence.	3	6	3
SOCIAL ORIENTATION			
25. REACTION TO SUPERVISION – [Reacting to having work judged, criticized, or directed by others] The individual acknowledges, discusses, and accepts comments from supervisor.	3	6	6
26. COOPERATION – [Helping each other achieve goals] The individual contributes to the attainment of goals.	3	6	5
27. REACTION TO CO-WORKERS – [Reacting to fellow co-workers] The individual approaches co-workers and is compatible with others.	3	6	5
28. COMMUNICATION – [Accurately and clearly transmitting information to others] The individual conveys all information and clarifies when required.	3	6	5
29. SOCIAL JUDGMENT – [Acting in a way approved of by fellow workers and consistent with employer's goals] The individual is included in group activities and is praised by group.	3	6	4
30. DEPENDENCY – [Seeking help from others but not depending on them to complete familiar tasks] The individual does not use people or materials for constant support.	3	6	4
31. LEADERSHIP – [Influencing the work group to achieve its goals in a predetermined way] The individual gives directions for achieving goals and motivates group towards goals.	3	6	5
32. ASSERTIVENESS – [Standing up for rights] The individual objects to violation of known rights; does not allow him or herself to be intimidated.	3	5	4
CHANGE ORIENTATION			
33. INITIATIVE – [Beginning a task independently without step-by-step instructions] The individual proceeds in direction of goal without specific instructions.	3	6	4
34. ADAPTABILITY – [Adjusting to new processes, situations or methods] The individual reacts positively to change.	3	6	5
35. ADVENTUROUSNESS – [Seeking new knowledge, skills or associations] The individual takes advantage of ways to enhance growth.	3	6	5
36. CREATIVITY – [Coming up with ideas and new solutions] The individual tries to find better ways to handle tasks.	3	5	4
TOTALS			

NARRATIVE

YOUR LEVEL OF AWARENESS MEETS OR EXCEEDS THE EMPLOYERS' EXPECTATI
WITH DETAILS AND REACTION TO SUPERVISION. THE ATTITUDES WHERE YO
ARE: CREATIVITY, ASSERTIVENESS, ADVENTUROUSNESS, LEADERSHIP, ADAP
DISPOSITION, RATIONALITY, REACTION TO MISTAKES, COOPERATION, RESP
JUDGEMENT, INITIATIVE AND PERSISTENCE. YOUR LEVEL OF AWARENESS I
ORGANIZATION. INSTRUCTION SHOULD BEGIN WITH PERSISTENCE AND CONT
DEPENDABILITY, TIME CONFORMITY, RESPONSIBILITY, COOPERATION, REAC
REACTION TO CO-WORKERS, COMMUNICATION, ADAPTABILITY, LEADERSHIP, A

UDES REPORT FORM

D-54

(EEPING SEE REVERSE SIDE FOR INTERPRETATION 16-NOV-83

AGENCY # 1804 BRYAN STATION SENIOR HIGH COMPLET

(4) GAP	(5) IMP	(7) YOUR NEED	(8) SEMPC	(9) YOUR	(10) GROUP NEED	(11) UNIONS	(12) SIZE	(13) INDUSTRY	(14) TOTAL OBJECTIVES FOR LEVELS FIVE	SIX	SEVEN
0	93		77	70	93	X	X X X	X X X X X X			2
-1	79	79	87	50	79					3	2
-1	78	78	78	50	78					4	1
-1	77	77	78	60	77					4	3
-1	88	88	78	50	88					3	3
-1	84	84	73	70	84					5	2
0	81		74	81		X	X X X X X	X X X X X X			2
-1	80	80	76	60	80					4	2
-2	76	152	79	40	152				3	3	2
-1	75	75	78	70	75			X		4	2
-1	45	135	80	30	90				3	4	2
0	81		83	100		X	X X X X X	X X X X X X			1
-1	79	79	65	70						4	2
-1	70	70	81	30	70					4	2
-1	68	68	73	70	68					4	2
-2	63	126	78	40	63				3	4	2
-2	61	122	75	60	122				3	3	2
-1	46	46	79	40	46					4	2
-1	36	36	65	30	36				3	3	2
-2	64	128	75	40	192				3	4	1
-1	58	58	77	60	58					3	2
-1	45	45	80	60	45		X			4	2
-1	34	34	76	33	34				3	3	2
						2 3	3 3 4	3 3 4 3 3 3			

N FOR PROMOTION IN THE FOLLOWING ATTITUDES: INTEGRITY, CONCERN
R LEVEL IS BETWEEN THE EMPLOYERS' LEVEL FOR PROMOTION & FIRING
ABILITY, COMMUNICATION, REACTION TO CO-WORKERS, ATTENTIVENESS,
NSIBILITY, TIME CONFORMITY, DEPENDABILITY, DEPENDENCY, SOCIAL
EQUAL TO OR BELOW THE FIRING LEVEL FOR THESE ATTITUDES:
INUE WITH ORGANIZATION, INITIATIVE, SOCIAL JUDGEMENT, DEPENDENCY,
ION TO MISTAKES, RATIONALITY, DISPOSITION, ATTENTIVENESS,
DVENTUROUSNESS, ASSERTIVENESS AND CREATIVITY.

People"

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Appendix E

RESOURCES

APPENDIX E
Annotated Resources

Botterbusch, Karl F. A Comparison of Commercial Vocational Evaluation Systems (2nd ed.). Menomonie, Wisconsin: Materials Development Center, Stout Vocational Rehabilitation Institute, 1982.

This is the fourth of the Materials Development Center's publications offering a comparison of commercial vocational evaluation systems. It presents accurate and detailed information that is helpful in the selection of assessments.

Buros, Oscar K., ed. The Eighth Mental Measurement Yearbook. Highland Park, New Jersey: Gryphon Press, 1978.

The two Buros reviews present critiques of assessments that are hopeful in establishing their relevance and specific populations. Detailed validity and reliability are included along with information about costs, ease of use, limitations, strengths and other useful data.

Buros, Oscar K., ed. Tests in Print II (TIB II). An Index to Tests, Test Reviews and the Literature on Specific Tests. Highland Park, New Jersey: Gryphon Press, 1974.

Field, Timothy F. and Janet E. The Classification of Jobs According to Worker Trait Factors. Rosewell, Georgia: VDAKE Service Bureau Inc., 1980.

The COJ provides more complete and specific data on each job appearing in the DOT. It makes possible the matching of student potential to the demands of jobs. The book is especially useful to those conducting vocational assessments of the handicapped.

Materials Development Center (MDC) Stout Vocational Rehabilitation Institute. University of Wisconsin - Stout Menmonie, WI 54751. (715) 232-1342.

The Materials Development Center is the national center for the development and dissemination of information and materials related to the vocational assessment of the handicapped. Each year it publishes a catalog of the many products made available to agencies serving the handicapped. Included are practical instructions and information for job analysis, vocational assessment, independent living, job placement and for rehabilitation facilities. Excellent audio-visual descriptions of the major vocational assessments are available for purchase or loan.

National Center for Research in Vocational Education. Testing in Employment and Training Programs. Columbus, Ohio: The Ohio State University, 1983.

The purpose of this book is to provide principles upon which judgements in selecting a vocational assessment system may be made. It is useful as a planning guide.

Robinson, C.W. The Dictionary of Occupational Titles in Vocational Assessment: A Self-Study Manual. Menomonie, WI: University of Wisconsin - Stout, Materials Development Center, Stout Vocational Rehabilitation Institute, 1979.

This self-instructional manual teaches the use of a variety of occupational information resources. It points out problem areas as well as the strengths of the materials.

Stout Vocational Rehabilitation Institute, University of Wisconsin - Stout, Menomonie, WI

This institute publishes numerous materials for vocational assessment. It also has audio-visual descriptions of the major assessments available for borrowing or purchasing. In addition, Stout holds periodic workshops for training vocational evaluators. A catalog of the many resources available at Stout's Materials Development Center will be sent upon request. The services of the Institute are available to all assessment facilities certified by Rehabilitation Services.

U.S. Department of Labor. Dictionary of Occupational Titles (Fourth Edition). Washington, D.C.: Government Printing Office, 1977.

The DOT organizes all jobs into categories, divisions and groups. Each job was given a number reflective of this organization. A brief description of each is provided. The job titles also are arranged by industry and in alphabetical order. This resource is an indespensible aid.

U.S. Department of Labor. Exploring Careers Washington, D.C. Government Printing Office, 1979.

Exploring Careers offers occupational information in 14 job clusters by means of narratives, evaluation questions, activities, and games. The material is designed for use in junior high school.

U.S. Department of Labor. Guide for Occupational Exploration (GOE). Washington, D.C. Government Printing Office, 1979.

This book arranges occupations into 348 subgroups and 66 work groups that are organized under 12 interest areas. Each of the work groups is described in good detail. A complete list of DOT job letters and numbers is offered for each of the work groups. The book provides a systematic approach to career exploration. It is helpful in identifying jobs that relate to student interests.

U.S. Department of Labor. Selected Characteristics of Occupations Defined in the Dictionary of Occupational Titles. Washington, D.C.: Government Printing Office, 1981.

This book provides additional information about the jobs presented in the DOT. The information on physical demands, environmental conditions and training time is especially useful for persons working to prepare the handicapped for jobs. For instance, all occupations are grouped by physical demands requirements; therefore, the light jobs required by many physically handicapped individuals are listed together.

Winefordner, D.W. Worker Trait Group Guide. Bloomington, Illinois: McKnight Publishing Company, 1978,

The material in this book has the same organization as that in the Guide for Occupational Exploration (GOE). It was prepared for use in educational settings.